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EDUCATIONAL NEWS



Public Schools Week Message

To the Teachers of California:

The coming of Public Schools Week, in its 26th Annual Observance, April 23-28, again gives the teachers of California an opportunity to cooperate with the patrons of the schools and with all the friends of Education.

This indigenous and distinctive California observance, with a record of now over a quarter-century of success, is sponsored and directed in communities throughout the State through local committees. School teachers and administrators everywhere have cooperated heartily and effectively with the local committees.

The Second World War has placed such heavy demands and strains upon the public schools so that it is particularly important just now that the public in general become fully informed as to the needs of the schools, as well as the extra services that are being performed therein.

Public Schools Week gives every citizen a good opportunity to visit his local schools and become well acquainted with them.

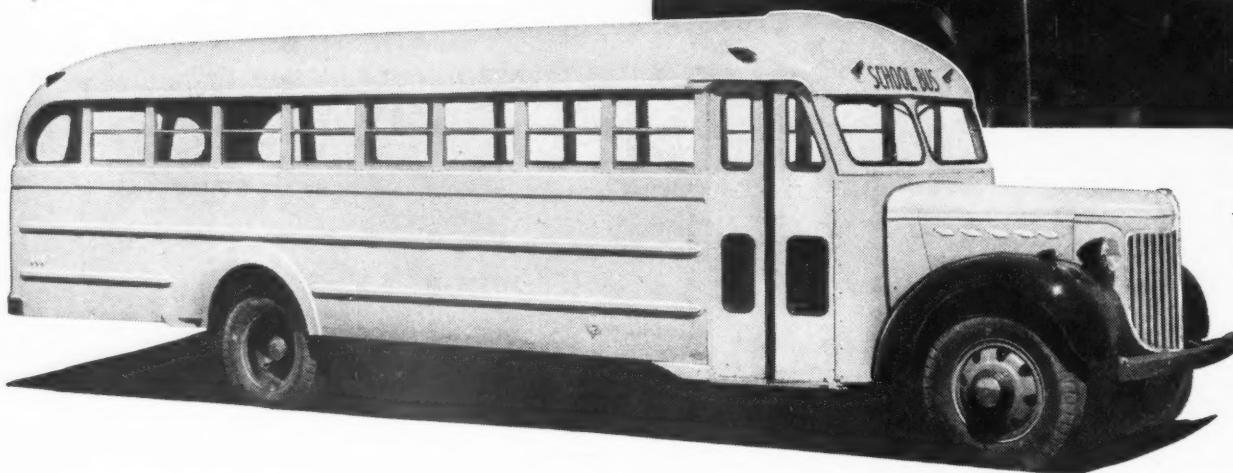
John F. Brady
President, California Teachers Association

Here are 39,000 copies of this issue APRIL 1945

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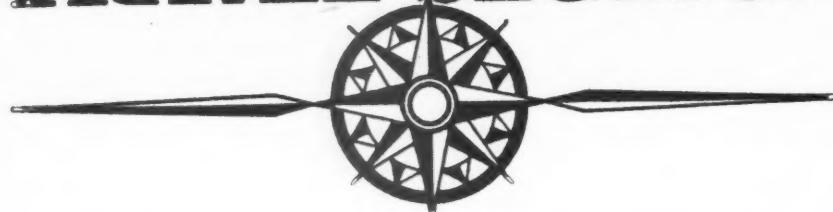
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TRAVEL SECTION



NATIONAL TRIBUTE GROVE

OF EVER-LIVING REDWOODS TO HONOR THE MEN AND WOMEN OF THE ARMED SERVICES IN WORLD WAR II

Aubrey Drury, San Francisco

THE Eternal Gratitude of the Nation Externally Expressed is to be symbolized in the National Tribute Grove—a superb forest of Redwoods (*Sequoia sempervirens*) in Del Norte County, California, to be established and preserved in honor of the men and women in our Armed Services in the present war.

Many of the giant redwoods which will be saved within this grove have stood for 2000 years. They are the tallest of all trees. Rightly, the redwoods are looked upon as a national heritage.

Here are Redwoods such as those of the National Tribute Grove



on the Redwood Highway 5 miles northeast of Crescent City.

It was emphasized at the meeting that at least \$260,000 must be raised for saving the redwoods if the grove is to be completed in accordance with terms of a purchase agreement now in effect, to add to the grove, in its very heart, approximately 1300 acres of giant redwoods adjacent to Mill Creek and Smith River. Some of these acres are among the most heavily-forested in the world. By action of the Commission, this primitive forest, when added to the Park lands, will become part of the National Tribute Grove.

5,000 Acres

Selection of the grove and decision on its boundaries are determined by the Commission upon the advice of Frederick Law Olmsted, internationally-known landscape architect who made the basic State Park Survey for California. Upon completion of the program more than 5,000 acres of the finest redwoods will be included in the National Tribute Grove, comprising an area appropriate to the great purpose it is to serve. The grove is accessible by the Redwood Highway (here United States route 199) and by a scenic park road direct from Crescent City.

At the State Park Commission meeting which named the National Tribute Grove were Chairman Joseph R. Knowland, of Oakland; Leo Carrillo, of Santa Monica; Isidore B. Dockweiler, of Los Angeles; Charles Kasch, of Ukiah. Commissioner Alfred Harrell, of Bakersfield, also is widely-known as a conservationist.

Grew and Sproul

Honorable Joseph C. Grew, Washington, D.C., is chairman of the national committee of sponsors. Save-the-Redwoods League is a leader among the organizations collaborating. Treasurer of the fund is Dr. Robert G. Sproul, 250 Administration Building, University of California, Berkeley.

CONTRIBUTIONS will be made by a great number of individuals, firms and organizations who will desire in this manner to honor their sons and daughters and their employees in the Armed Services, and at the same time to preserve a noble redwood grove, an everlasting living memorial—in a primeval forest region. It is anticipated that many high school and college classes and faculty groups, will participate.

Another billion dollar highway program



In thinking about work after the war, don't overlook the 230,000 miles of steel "highways" which the railroads have built and maintain at their own expense. These "highways" provide jobs for more than a quarter of a million men working on construction and maintenance of tracks and roadway — jobs for more than a million other railroad workers — besides still other thousands in the mines, the mills and the forests where roadway materials and supplies are produced.

More than that — the railroads pay real taxes on these "highways," not for their own special benefit, but for the support of schools and other general services, including public highways and streets.

After the last war, between 1920 and 1930, the rail-

roads spent more than four billion dollars for improvements on these "highways," and in addition more than three-and-a-half billion dollars for betterments in equipment. After this war, a similar program will be required.

So there's another highway program which could make a lot of postwar jobs, and which needs no more than a public policy of treating all forms of commercial transportation alike — letting each one pay its own way, which includes the payment of the general taxes upon which governmental services depend.



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11 W. 42 St. N.Y.C. 727 W. 7 St., Los Angeles



Save-the-Redwoods

Send 10 cents each for these attractively illustrated pamphlets: "A Living Link in History," by John C. Merriam... "Trees, Shrubs and Flowers of the Redwood Region," by Willis L. Jepson... "The Story Told by a Fallen Redwood," by Emanuel Fritz... "Redwoods of the Past," by Ralph W. Chaney. All four pamphlets free to new members—send \$2 for annual membership (or \$10 for contributing membership).

SAVE-THE-REDWOODS LEAGUE
250 Administration Building,
University of California, Berkeley 4, Calif.

Of special interest to California school-people is the beautifully-illustrated periodical, now in its 10th volume, *The Living Wilderness*, edited by Robert Sterling Yard.

Prime object of *Wilderness Society* is to enlist the American people in the preservation of the American wilderness. Mr. Yard, permanent secretary, is at 1840 Mintwood Place, Washington, D. C.

BUTTE, MONTANA

A RECREATIONAL CENTER FOR THE POST-WAR TRAVELER

Douglas Malcolm, New York City

MONTANA, America's great recreational State, contains Glacier National Park, 12 major National Forests, and the Big Hole Battlefield National Monument. Its metropolis of Butte, combining a "City on Top" and "Underground," is too little known as a recreational center and offers many a treat for the post-war visitor, points out the Travelers Cheque survey bureau of American Express.

World's Richest Hill

The city is located on the richest hill in the world and combines a modern metropolis with the aspects of a yesterday's active mining-camp. It represents four eras of its gold, silver, copper and zinc. Montana is a 2½-billion-dollar edifice, known as the Treasure State, with a foundation of gold,

ground floor of silver, upper story of copper, and a zinc roof.

There are 36 major mines, ranging in depth from 910 to 3,573 feet. The mines include 900 miles of copper working, totaling a spectacular underground operation of 2,700 miles beneath the city.

Sunshine and Life

The elevation of the city is 5,700 feet. Butte boasts of its sunshine and low death rate. Within a 2-hour ride are 5 modern, hot medicinal spring resorts, including Warm Springs Spa, Boulder, Pipestone, and Gregson. Thirty-three miles from Butte is Morrison Cave State Park of 1,200 acres. The Butte region is becoming a winter-sports center of countrywide prominence. Near is Anaconda, winter resort and carnival city, with its annual ski tournaments.



BANK CREDIT and YOU

Whenever you find the need of financial assistance . . . to pay bills, buy an automobile, repair your home, or for any useful purpose, you will find the manager of your nearest *Citizens National Bank* friendly, courteous, and anxious to be of assistance.

This bank has a loan plan, repayable on convenient monthly instalments, that is designed to meet your needs. The costs are surprisingly low, and you need not be a depositor to arrange a personal, instalment loan at any one of our 33 branch offices.

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Our National Playgrounds

Little-known National Recreational Areas which now total 1,680,133.33 acres and are administered by National Park Service

AMERICA'S National Playgrounds, largest and most diversified and accessible in the world, unite in many phases of preservation, points out the American Express travel service in its series on American Wonderlands.

The National Park System, as of June 30, 1944, included 169 different areas, in addition to cooperating with the Bureau of Reclamation and Recreational Demonstrative areas through the National Park Service. The Federal Park System includes national parks, historical parks, recreational areas, cemeteries and historic monuments and other areas covering 21,076,459 acres.

The functions of the National Park Service extends beyond the national park system and includes the administration and preservation of other areas with the protection of forest and wildlife, together with the operation of historical and educational museums and the re-construction of historic sites.

Under a cooperative agreement with the Bureau of Reclamation, the National Park Service administers the Boulder Dam National Recreational area of 1,680,133.33 acres. In addition its services extend to 18 other National Recreational Areas.

* * *

Inter-American Workshop

AN Inter-American Workshop will be held at Stanford University, in collaboration with the Office of the Coordinator of Inter-American Affairs, June 21 to August 18.

The staff will be members of the Stanford faculty who are specialists in Latin-American matters and visiting scholars and lecturers from Latin-America.

A Spanish house for women interested in practicing spoken Spanish will be operated. Spanish language motion-pictures, programs of Latin-American music, dramatic readings, exhibits of art, handicrafts, and publications pertaining to Latin America will supplement the class work.

Further information and enrollment blanks may be obtained from Dr. Juan B. Rael, Director of Inter-American Workshop, Department of Romanic Languages, Stanford University, California.



Handle with care!

We thought you would be interested in knowing of the care our returning wounded receive on hospital trains.

This is the procedure. We are asked by the Army or Navy to make up a hospital train with various types of cars. We assemble the cars, sometimes from distant points. The cars are inspected, thoroughly cleaned and pre-heated.

The train is then moved to the hospital receiving station where the wounded are carefully taken aboard.

When the train pulls out, a Train Commander — a commissioned medical officer — is in charge. To assist him, we assign an experienced railroad representative to accompany the train. On board, too, are Army or Navy nurses and enlisted medical corpsmen who expertly care for the wounded, night and day.

En route, the engineers, firemen, conductors, brakemen—all the trainmen—are thinking of every man aboard. They know that sudden starts and stops can cause discomfort to the wounded. That is why they try to handle these hospital trains extra gently.

Dispatchers all along the line make every effort to keep hospital trains rolling with the fewest possible stops.

Schedules are worked out in advance. On movements where some of the wounded are assigned to different hospitals, a car or cars will be detached at junction points. These cars will then be attached to regular trains for movement to other hospitals.

Southern Pacific is keenly aware of its great responsibility in moving the wounded. Every skill is brought into play to operate hospital trains smoothly, efficiently and on time.

These are Southern Pacific's most important trains.

* * * * *

Many of the less critically wounded travel on our regular trains. So if you find it difficult to secure a Pullman reservation, even for essential travel, it may be because some wounded man is occupying the space that otherwise might have been given to you. We know you'll agree these reservations are more urgent than yours.

S-P The friendly
Southern Pacific

La moda Americana... Have a Coca-Cola (THE AMERICAN WAY)



... or an American custom as seen in Italy

People overseas are impressed by the American fighting man's friendliness among his fellows. They see his home-ways and customs—his good humor. *Have a Coke* they hear him say to his buddies, and they begin to understand America. Yes, the pause that refreshes with ice-cold Coca-Cola speaks of the friendliness of Main Street and the family fireside.



You naturally hear Coca-Cola called by its friendly abbreviation "Coke". Both mean the quality product of The Coca-Cola Company.

Sierra EDUCATIONAL NEWS

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APRIL 1945

NUMBER 4

SCHOOL TEXTBOOKS

THE TEACHER'S FRIEND — THE TEXTBOOK

Walter L. Bachrodt, Superintendent, San Jose Unified School District

In front of me are two textbooks of about the same grade-level in the same subject-matter field. One was published in 1922; the other in 1943.

The differences between the books are so marked that it is difficult to realize that they were designed for approximately the same grade. The older book has a crowded page with relatively small print. The newer book has a more open page with larger print.

In the older book, the illustrations are few in number and of relatively small size. In the more recent book, the bleed-off illustrations are more profuse, seemingly more apt, larger in size, and more striking in appearance.

Perhaps the greatest contrast between the two books lies in the shorter paragraphs, shorter sentences, and easier vocabulary of the newer book. Additional differences could be pointed out; but I have noted enough to emphasize the fact that the textbook has kept pace with the times, that it has been responsive to teaching needs.

It seems to me that we should be properly appreciative of the value of the textbook as a teaching instrument in these days of emergency and stress. Not during the past 25 years has the value of the textbook been so marked. Increases in the size of classes make the self-reliant teacher more depend-

ent upon the basic text. The large number of emergency substitutes, the greatly increased turnover of teachers, and the relative lack of recent classroom experience on the part of many married women who have returned patriotically to the classroom emphasize the importance of the textbook in the classroom.

In view of the present emergency, we might well recall some of the values of a good textbook in the classroom:

Values of the Textbook

1. It provides basic subject-matter content for the pupil in a style and vocabulary aimed at the pupil.

2. Through exercise-material of various kinds, it develops the pupil's knowledge of subject-matter content, helps him organize the content for remembrance, and helps him apply what he has learned to school and life situations.

3. Through carefully-selected bibliographies, it helps the pupil extend his knowledge and stimulates additional interests.

4. Through profuse, carefully-selected pictures a real program of visual aids always available to the pupil and at no additional expense to the school district.

5. It is helpful in developing reading skills and habits, in providing a basis for training in note-taking, and in developing the ability to summarize and review material.

6. It is an implement in each pupil's hands, convenient for his use.

7. It is an attractive learning instrument, sturdily built for pupil use.

8. In itself it can be an effective course-of-study for the classroom teacher, at a time when curriculum development is not particularly feasible.

Inasmuch as a good textbook is particularly valuable for effective teaching in these times, it would seem the poorest type of economy to deprive the most costly item in the educational budget, the teacher, of an adequate supply of one of the least costly items in that budget, the textbook.

According to the latest available national statistics, those for the school year 1941-42, reported in Education for Victory, June 3, 1944, pp. 10-12, the total cost for that school year of education in the continental United States was \$2,322,697,688. Of this total, the expenditures for textbooks were \$27,012,724, or 1.16%; while the expendi-

Assent of CTA Members

See February issue, 1945, Page 6

THE undersigned, a member of California Teachers Association, a corporation, organized under the laws of the State of California, hereby assents to and approves the resolution of the Board of Directors of the said corporation heretofore adopted, to amend Provision 5 of the Articles of Incorporation of said corporation, to read:

"That the number of Directors of said Association shall be not less than 9 nor more than 15."

Signed.....

Address.....

Return to Secretary, California Teachers Association, 660 Market Street, San Francisco 4, California.

tures for teaching salaries were \$1,353,151; 430, or 58.26%.

The percentage spent for textbooks, 1.16%, includes the expenditure for all States, not merely for the leading educational States.

Surely it would be poor economy to allow the expenditures for textbooks in California school systems to drop as low as 1.16% of the total budget if we are to maintain our position as one of the leading educational States.

Perhaps a more convenient measuring rod for textbook expenditures is the textbook cost for each pupil (a.d.a.) for the same year, \$1.27 per pupil. Do your textbook expenditures exceed this figure?

It may well be pointed out that the textbook publishing companies have managed to supply schools with books within a reasonable time despite great difficulties caused by shortage of help, delays in transportation, and decreases in the allotments of paper during the past two years. Even more striking is the relatively slight increase in the price of textbooks since 1940, in comparison with the increases in the prices of other instructional aids and supplies during the same period.

ALTOGETHER, the modern textbook has kept pace with educational needs and demands. It has proved of great importance and value during the current emergency in helping the classroom teacher to do an effective job. It represents a small, but vital part of the school budget; and provision should be made in that budget yearly to meet the needs of pupils and teachers for an adequate supply of textbooks. Does your school budget do this?

APRIL 12

APRL 12 is the date for the Qualifying Test for applicants for the Army Specialized Training Reserve Program.

The tests are given in the high schools throughout the United States.

ASTRP program offers free college training to qualified high school graduates.

For complete details and illustrated brochures, address Commanding General, 9th Service Command, Fort Douglas, Utah.

EMERGENCY TEACHERS

CALIFORNIA'S WAR EMERGENCY TEACHERS

Dr. Richmond Barbour, Director of Guidance, San Diego City Schools

FOR many years California has led in the professionalism of elementary school teaching. When other states were giving elementary teaching credentials for from 6 weeks to 12 months of normal school training, California was requiring 2 years of normal school. While other states began to require 2 years, California raised its training period to 3 years. A generation ago California established the 4-year elementary teaching credential. Just before World War Two, serious consideration was being given to a proposal for the fifth year to consist of teaching internship on a graduate basis as a requirement for the elementary credential.

Many school districts in California have a single salary schedule for teachers, under which payment is made on the basis of training and experience, regardless of whether the teaching is done in the elementary or the secondary level. California has a record to be proud of, a record to be guarded jealously.

In view of the traditionally high standards maintained by the elementary schools of this State, the problems arising out of war-emergency credentialing are more severe than they are in other parts of this country. There has been no alternative. In order to keep schools open it has been necessary to issue thousands of "war-emergency credentials" under very much lower standards than the regular, peace-time credentials. War-emergency teachers are the teachers employed on the basis of these credentials, and 4619 such credentials were issued in California during the school year 1943-1944. The number is still rising.

It seems evident that considerable study should be made of the problems raised by this necessary war-time adjustment. A fair and just program should be developed to meet those problems now, and after the war, if our State is to emerge from the present

period with the same high professional standards it maintained before the war.

A study of the situation reveals 5 different points of view. Each viewpoint has elements which should enter into any equitable solution to the problem.

First, the situation should be looked at through the eyes of the war-emergency teachers themselves. Here is a large group of people working devotedly at a great war-time enterprise. Without them elementary education in California could not exist today. Whether they have returned to teaching after years outside the classroom, or whether they are newcomers to California who have been teaching elsewhere, their war-time service should have adequate recognition. Often their effort has entailed considerable personal sacrifice. Their devotion to California's war-time educational program creates an obligation to them which the profession should recognize within this State.

Second, we should look at the problem from the angle of the State Department of Education, interested in the supply and demand of teachers in California. J. A. Burkman has reported an analysis of the situation, as revealed by teacher certification study. Burkman concluded:¹

1. "During the years preceding the present war-emergency, the supply of certificated teachers was in general adequate to meet the demand.

2. With the beginning of the war-emergency, the supply of teachers became inadequate, and this inadequacy is increasing at a marked rate.

3. The number of certification documents issued is now increasing from year to year. In 1940-41, the total was 14,741, whereas the total for 1943-44 was 20,189.

4. The number of certification documents issued upon the emergency basis has increased from none in 1941-42 to 4,619 in 1943-44.

5. Relatively the greatest shortage is in the elementary level. Of the total of 4,519 new general elementary credentials issued in 1943-44 more than one-half or 2,461 were issued on the emergency basis.

6. The number of certification documents issued upon direct application is increasing at a greater rate than is the total number of documents issued. In 1940-41, a total of 5,222 documents were issued upon direct application, while the total in 1943-44 was 13,893.

7. The number of documents issued upon the recommendation of approved California teacher

1. Burkman, J. A. California Schools, Oct. 1944.

education institutions is decreasing from year to year. The number so issued in 1940-41 was 3,782, while the number in 1943-44 was 2,053.

8. The number of teachers certificated upon the basis of scattered training and of training received in other than approved California teacher education institutions is increasing at a rapid rate.

9. The number of renewals of all documents is decreasing. The number in 1940-41 totaled 4,485, whereas the number in 1943-44 was 2,516. This trend is due to the operation of the provisions of Education Code Section 12010, which continues in force until June 30, 1945, all regular credentials in force on August 4, 1943.²

Third, we look at the problem from the viewpoint of those interested in the professional training of teachers. It is a viewpoint which involves both pre-service and in-service training. We are indebted to Dean Freeman of the University of California for a study of 1478 California war-emergency teachers.³

Freeman summarizes, first, that something approaching half of the war-emergency teachers have been out of service 10 years or longer. . . . "This indicates that many of these teachers are unfamiliar with recent developments in curriculum and methods."

Next is, "It appears that a majority of the war-service teachers are over 40 years of age." This would indicate that "for these teachers the need is not so much for instruction in the elementary principles of teaching, as it is in the newer developments."

Do Not Underestimate

"Freeman cautions that we should not underestimate the capacity of these older teachers. "Their difficulty is lack of confidence . . . in many cases their capacity to learn is greater than would be suggested by superficial appearance." Finally Freeman reports that "a large percentage have had less than 4 years college training and a considerable number, less than 2 years."

In other words, our war-emergency teachers are people who have been away from educational service for quite a while, who are unfamiliar with present methods, who have had less than our over-all minimum of professional training, but who are devoted to their work and who have considerable capacity to learn.

The fourth viewpoint through which to approach the problem is that of the superintendent, supervisor, principal, or vice-principal, responsible for on-the-job in-service training. From this viewpoint we see a disturbed California school situation. We see a much greater turn-over in teachers than we used to have, with very much greater teacher induction problems. In our daily work we see many newcomers, wholly unfamiliar with modern educational pro-

grams, striving manfully to bridge a gap that may be too great for some of them to bridge. In many cases we see rapid progress and a very encouraging adaptability and capacity to learn modern instructional procedures. In other cases we may see a gradual solidifying of outlook around convictions that reject entirely the educational progress of recent years.

In all, we see an in-service training problem of a magnitude hitherto undreamed of in California. In some of our war centers we may have felt that if we do not mobilize all of California's resources to meet the in-service problem more effectively in the immediate future than we have in the recent past, we may see the educational gains of our entire lifetime vanish in California.

FIPTH, we need to work at the problem from the standpoint of those who have struggled to raise the standards of the teaching profession in this State. California Teachers Association and nearly all local teachers' associations have participated in this battle for many years. The State Department of Education and the various organizations of school administrators and school supervisors have been equally active. California Congress of Parents and Teachers, American Legion, and other lay groups have helped to raise professional standards for California.

In effect, necessity has driven California to abandon most of the accomplishments of these groups. The abandonment has been, it is hoped, temporary, and it is freely recognized that nothing else could be done if the schools were to remain open. But it would seem unwise to ignore the possibility that another struggle will be needed to re-establish pre-war standards when the present emergency ends.

* * *

Continuing a nation-wide tour in the interests of audio-visual teaching aids equipment, Charles R. Crakes, educational consultant of DeVry Corporation, and H. B. Engel, DeVry sales manager, are conferring with educational and school supply dealers.

At the conclusion of the tour, Mr. Crakes proceeds to New York where he reviews several hundred 16mm sound and silent classroom teaching films. From these he makes selections to be added to DeVry's extensive film library.

Catalog covering DeVry's 16mm sound and silent educational and entertainment films is available upon request to DeVry, care of American Seating Company, 207 South Van Ness Avenue, San Francisco 3, or 6900 Avalon Boulevard, Los Angeles 3.

2. Freeman, F. Calif. Journal of Elementary Education, Aug., 1944.

Federal Aid

Excerpt from a statement by Dr. J. Paul Leonard, Professor of Education, Stanford University, and published in San Francisco Chronicle.

THERE are many evidences of the unevenness of the distribution of the educational load.

In 1930, according to Newton Edwards of University of Chicago, who made a study entitled Equal Educational Opportunity for Youth, the expenditures per pupil ranged from \$32 in Georgia to \$150 in New York State.

The length of the school term ranged from 133 days in Mississippi to 188 days in Illinois, but the average number of days children attended school ranged from 98 in Mississippi to 163 in New York State.

Regions differ in their ability to support education. The two most-favored regions are the Far West and the Northeast.

The Northeastern area has 30% of the Nation's children of school age and has 43% of the total national income.

The Far West has only 5% of the children and receives 9% of the income.

The Middle States have 26% of the children and 28% of the income.

Wide Range of Ability

The Northwest has 6% of the children and 5% of the income. The Southwest has 8% of the children and 5% of the income, while the Southeast has 24% of the children and 10% of the national income.

While these figures have doubtless changed somewhat by the war, the trend and the general economic conditions are not materially changed in their proportions.

These differences show up even more strikingly when States are compared. North Carolina, for instance, must educate 3.26% of the Nation's children with 1.09% of the national income, while California must educate 3.60% of the Nation's children with 6.56% of the national income.

The Chronicle's recent editorial statement that the "primary purpose underlying the promotion of all such bills (as the Federal bill for educational opportunities) is not the benefit of the children, but to get a Federal grip on the local school systems," attributes motives to the education profession which is unfair.

I know of no group in America more interested in maintaining local control of schools than the educators themselves.

PUBLIC SCHOOLS WEEK

THIS EVENT AFFORDS AN OPPORTUNITY FOR EDUCATORS TO EXPLAIN TO THE PUBLIC THE ACCOMPLISHMENTS OF THE SCHOOLS AND TO RE-AFFIRM THEIR FAITH IN THE IMPORTANCE OF EDUCATION IN SOLVING CERTAIN PRESENT-DAY PROBLEMS

Harold Bennett Brooks, Long Beach; President, Association of California Secondary School Principals

THE twenty-sixth annual observance of California Public Schools Week will be celebrated April 23-28. Last year over a million Californians visited their public schools during this Week, which has had a quarter century of success.

In understanding the purpose and accomplishments of Public Schools Week it is well to recall the history of this observance which has become one of the traditions of California. Public Schools Week was first promoted in 1920 by Charles Albert Adams, then Grand Master of Masons in California.

Mr. Adams frequently expressed the opinion that "it was not merely the privilege, but the duty of citizens to concern themselves with public questions and to take an active part in the formation and crystallization of a sound public opinion on vital questions that affect all of the people and that do not involve politics in the ordinary acceptance of that term."

Public Schools Week in California, therefore, was the result of a practical application of these convictions which were eagerly shared by many other Californians. It is interesting to note that the success of California Public Schools Week, led in later years to the promotion of American Education Week.

This year Public Schools Week again affords educators a golden opportunity to interpret the schools to the citizens of this great State. During these war years Americans have become increasingly mindful of the fact that the progress of our nation demands that its institutions shall be firmly based upon appreciation and understanding by the people. The public schools, especially, need and deserve this understanding. It is the privilege of educators to inform and inspire the supporting public concerning the objectives and procedures of the public schools. It is also one of their chief functions and responsibilities today.

Four Ends

During past years many suggestions made concerning the specific purposes and values of Public Schools Week indicate that the Week serves four ends: (1) to create favorable opinion; (2) to prompt the teachers and administrators to evaluate the school

program; (3) to encourage better cooperation between the home and the school; and (4) to satisfy the desire for reliable information on the part of interested patrons.

A continuing problem for the schools relates to the best means for them to take to realize these four ends. These suggestions may assist in making a new approach and in achieving increased effectiveness for the observance:

1. Administrators should make definite plans for publicly commanding the teachers for the excellent work they are doing during these war days. Many teachers are carrying heavier teaching-loads and giving valiant service in the war-activities in the classrooms, such as Junior Red Cross, paper drives, and war stamp and bond sales. In addition, they are working under increasing tension and uncertainty brought on by worries over close relatives in the armed forces.

2. Emphasis should be given to the thorough manner in which the history of our nation is being taught. It would be most unfortunate if, in the eagerness to modernize the curriculum in the social studies, the significant events and contributions of the builders of our nation were not effectively and inspiringly taught.

3. The public should be shown by all the

means at the command of the school how well the pupils are growing in work habits, responsibility, inquiring mind, and social concern. The many specific things the pupils are doing at school, at home, and in the community, which lead to their growth in these traits, should be vividly and graphically shown.

4. The ways in which the school is helping the pupils to develop a deep and abiding gratitude for the services rendered by our men and women in uniform should be shown. The public should understand the part each school is playing in assisting in every way possible those brave men and women who are defending the land they love against a treacherous enemy.

5. The greatest task of all is to encourage the youth of America to strive mightily to secure a peaceful world. The patrons should understand the various activities which are helping boys and girls to grow in knowledge and in insight concerning this problem of world security upon which the very survival of our nation depends.

CALIFORNIA Public Schools Week again provides the opportunity for teachers and administrators to reaffirm their faith in their profession and to make vital and inspiring to the public their interpretation of the excellent work of the public schools.

Thus, the worthy purposes advocated by the founder of Public Schools Week may be realized more abundantly than ever in 1945.

* * *

Beginning Reading

When Should a Child Begin to Read?

Mrs. Marian S. Johnston, Riverside

SOME children who listen to nursery rhymes, jingles and stories, begin to connect stories with books. They early ask about the story. Then about words. They learn the story and can read it from the pictures. If their questions are answered they will learn to read naturally.

These children shouldn't be denied the pleasure of reading. Some will do this as early as three or four years old.

To other children the story-interest is longer in coming. They need not be hurried or worried about.

Every normal child learns to read, unless he is conditioned against it by ambitious, worried parents or over-anxious teachers. Children should find reading a joy which will last through life.

Be patient and give him time.

No task opens up more delightful experiences than does the task of teaching reading, when the child is ready. Look out for the right moment.

Capistrano!

W. J. Sanders, Los Angeles

WHEN the swallows come again to Capistrano
From their distant haunts when sullen skies appear,
They shall find, they always know, on their returning,
A haven for their summer sojourn here.

When the swallows come again to Capistrano,
Winged couriers of the spring and nature fair,
On wings of hope my dreams I also find returning,
The harbingers, I trust, of answered prayer.

If the swallows, guided by the God who made them,
Sense the day for their return and e'en the hour,
Like them also I shall find my Capistrano,
If, like them, I trust in God's unerring power.

CURRICULUM COMMISSION

ACTIVITIES OF THE STATE CURRICULUM COMMISSION

From California Schools, published by California State Department of Education

THE State Curriculum Commission has two types of responsibilities: 1. formulation of minimum standards for courses of study for elementary and secondary schools, and 2. evaluation of elementary school textbooks. The projects of each group now being conducted by or under direction of the Commission are reviewed here briefly.

Course-of-Study Projects

The responsibilities of the Commission with respect to courses-of-study are set forth in the Education Code as follows:

10009. The Curriculum Commission shall study problems of courses-of-study in the schools of the State and may recommend to the State Board of Education the adoption of minimum standards for courses-of-study in the kindergarten, elementary, and secondary schools.

10010. Courses-of-study in the public schools shall conform to such minimum standards when adopted.

Framework for the Curriculum

The Commission is engaged in the formulation of minimum standards for courses-of-study to serve as a framework for the curriculum of the public schools of the State. Such a framework should be a unifying element for courses-of-study and promote the development of what might be characterized as a California Program of Instruction. It will also facilitate the transfer of pupils from one school to another within the State and will provide a basis for formulating criteria for textbook evaluation, developing standards for the evaluation of pupil achievement, and determining the content of courses for teacher training.

In this undertaking the Commission is seeking the assistance of all groups of professional personnel interested in the school curriculum. Requests for information have been sent to school administrators, to directors and supervisors of instruction, to curriculum directors and co-ordinators; to teachers, and to organized professional groups. Courses-of-study from, — counties, city school systems, and high school and junior college districts, — are being carefully studied. The Commission desires its recommendations to be truly representative

of the best educational thought and practice in the State.

Elementary School Science Teaching

A volume entitled *Science Education in the Elementary School*, offering suggestions for content of courses, methods of teaching, and materials and equipment is being published by the State Department of Education. The material was prepared by a State-wide committee on science education under direction of the Division of Elementary Education of the State Department, approved and recommended for adoption by the Commission, and adopted by the State Board of Education.

Instruction on Food and Nutrition

Another guide for teachers now being published by the Department is entitled *Food and Nutrition*. Besides factual material, it contains several examples of curriculum units in which food and nutrition are emphasized. This volume was prepared jointly by the Division of Elementary Education, Bureau of Maternal and Child Health of the State Department of Public Health, and the curriculum departments of 4 rural counties, — Colusa, Marin, Mariposa, and Tehama. It was approved and recommended for adoption by the Curriculum Commission and adopted by the State Board of Education.

Guide for Teachers in Small Rural Schools

The Commission is sponsoring the preparation, under direction of Division of Elementary Education, of a guide treating particular problems of small rural schools and rural teachers. Teachers, supervisors, and administrators who are dealing with these problems in a practical way, are contributors.

After approval by the Commission and adoption by the State Board, it will be published by the Department and furnished to rural schools.

Safety Education

During the summer of 1944, the Commission sponsored a workshop in safety education at Claremont College. One of the outcomes was the production of a handbook for teachers entitled *Education for Safety*, containing suggestions for content and teaching methods in safety education.

The Commission recommended the adoption of the volume to the State Board of Education.

Studies of Pupil Achievement

Another study undertaken by the Commission is that of pupil achievement. At present no standardized testing materials exist which are based upon California curriculums. The Commission believes it to be extremely important that means be available for California schools to determine the extent and quality of pupil growth in all phases of the curriculum. This will require extensive study and the development of many types of instruments of evaluation.

From among the many lines of study involved in the whole problem of evaluation the Commission has selected for first attention the development of standardized achievement tests in the subjects of reading, arithmetic, spelling, handwriting, and language. A special committee has been appointed to develop a plan of procedure and to specify the technical requirements for such an achievement test.

Textbook Evaluation

The Curriculum Commission is engaged in evaluating textbooks submitted for adoption in reading for grades 1-5 and in music for use in schools that have insufficient enrollment to permit graded instruction in music. The books rated as best by the Commission will be recommended for adoption to the State Board of Education, probably during the fall of 1945, so that new books may be adopted in time to be available for distribution to the schools immediately after the close of the present adoption period on June 30, 1946.

The Commission is now working on the preparation of criteria for the evaluation of textbooks in geography and history and plans at an early date to recommend that the State Board of Education issue calls for bids for textbooks in these subjects.

Personnel of Commission

The Education Code provides that the State Curriculum Commission shall consist of the Superintendent of Public Instruction and 10 persons appointed by him with the approval of the State Board of Education.¹ The Code further provides that 7 of the 10 appointed members shall be persons occupying the following positions: county superintendent of schools, city superintendent of schools, junior college employee in position requiring certification qualifications, high school principal, elementary school principal, college teacher of education, classroom teacher.²

A list of the members of the Commission

(Please turn to Page 40)

OUR GROCERY STORE

THE GROCERY STORE AS A PRIMARY UNIT

Patricia MacCaughay, Teacher, Grades 1 and 2, Cornell Elementary School; William G. Woolworth, Principal; Albany, Alameda County

THE grocery store has proved a very satisfactory unit for primary grades because it incorporates the desired objective of a social studies curriculum with the fundamental skills in numbers, reading, and writing. The need for these skills arises naturally out of the children's own experiences and thus they can be taught with added meaning and significance.

Our grocery store unit emanated from a study of our community and the various agencies and helpers in it. We decided, after much discussion and planning, to build a store. This led to many interesting activities in construction, arts, and crafts. Reading, writing, and numbers were soon found necessary and became an integrated part of the activity.

Number Meanings

Many practical opportunities in number meanings and concepts were provided and purposeful uses were emphasized. Four cans of tomatoes were taken from the shelves and 6 were left. The carrots cost 6 cents and 4 cents change was given to the pupil customers. These experiences gave meaning to the arithmetical symbols. Recognizing and learning the relationships of coins, counting money and making play money, giving change to the customer, all constituted part of the pupils experience. Price-tags and price-lists were made and costs of food were discussed. The children used several types of scales in weighing food and learned to use them correctly. They became familiar with liquid measure—pints, quarts and gallons. An understanding of articles sold by the dozen, bunch, pound and pair was acquired. In deciding on the store's hours, the children learned to tell time and a clock was made. This led to the days the store was open and a study of the calendar days of the week and use of ordinals in dates. After a discussion of rationing, we made ration-books. The importance of counting points and knowing point values was realized. In the actual construction work, many measurements were computed with rulers and yardsticks.

Interest in reading was aroused in many

ways. Reading skills were developed through meaningful associations. Individual booklets were made with stories and illustrations. Group stories were written and read on many phases of the activity. Chart stories recorded excursions to the stores, progress of work, various functions of the stores, care of food, the planning of meals, and sources of food. We needed many labels for cans and signs and posters for advertisements. The children learned to read price-tags and ration-points. Explanatory sentences were written to accompany drawings. Reference-books were referred to and used as guides. With this background of experience, reading became a vital part of the unit.

Much pleasure was derived from playing store. These dramatizations gave ample opportunity for self-expression. Talking about excursions, relating individual experiences, and demonstrating the use of equipment in the store are a few of the language activities.

Science and health activities were brought in a study of the care of food and the importance of cleanliness. A refrigerator was made and cold pipes for the meat-market counter were installed. The source of food and the many persons engaged in growing and preparing food were studied. This broadened the children's knowledge

of the interdependence of people and the effect of climate on food products.

THIS unit offers unlimited activity in every phase of a primary program, including music, rhythms, art, handcraft, science, health, and citizenship. It is valuable as a background and stimulant for the basic subjects. It provides for self-expression and growth through meaningful experience, through constructive thinking and correlated drill.

* * *

Relocation Centers

EDUCATION Program in War Relocation Centers is a 24-page, illustrated bulletin helpful to school officials in communities to which evacuees from WRA centers are returning.

The bulletin deals with aims, purposes, organizations, and administration of schools on nursery, elementary, secondary, and post-secondary levels.

This monograph presents a general overview of the education program in WRA Centers and attempts to answer some of the questions raised when school superintendents are faced with the problem of adjustment of these pupils in their respective communities.

Answers to questions relative to the WRA Education program may be obtained by addressing Lester K. Ade, Director of Education, WRA, Washington, D. C.

Here are four of the Children at Our Grocery Store



SCHOOLROOM LIGHTING

PROGRESS REPORT ON NOTABLE ADVANCES

Jean Scott Frickeletton, San Francisco

EONS ago a cave woman irritably tried to put out the flame of a piece of fat burning at the end of a stick. Then, with wonder, she saw that the walls of her cave home were lighted by the flame. Though unaware of it, she held in her hand the world's first candle.

Today, lighting experts tell us that a modern classroom must have a maintained illumination-level of not less than 30 foot-candles. And while knowledge of light and its uses has progressed since the first candle of prehistoric times, this classroom standard is fairly recent.

Sight Conservation

It was only a few years ago that the California State Department of Education gave the go-ahead signal to lighting experts to work out illumination standards in classrooms. Since 1940 the Sight Conservation Council of Northern California has led the drive for "Better classroom conditioning and lighting," with particular emphasis on elementary classrooms.

Hundreds of teacher groups, PTA units, and school boards have been shown the light on this subject in a lecture given by Clark Baker, lighting counselor, and Dr. Charles Bursch, both members of the research committee of the Sight Conservation Council. In simple lay terms, punctuated with interesting examples and demonstrations, Mr. Baker explains the main objectives of classroom illumination. Primarily, every bit of natural light possible must be utilized, but with care to avoid glare. Walls and ceilings are the next considerations. Where advantageous, changes are made from the stereotyped arrangement of "up-and-down-the-room" rows of desks, all facing the teacher's desk at the head of the room. Instead, desks are sometimes turned at angles away from the win-

dows and teacher's desk may possibly wind up in the back of the room. The complexities of adjusting the brightnesses of window areas, blackboards, and high-polished objects in the classroom, are also solved during these demonstration lectures.

Interest in this fundamental teaching problem — effective seeing in the classroom — has grown rapidly. The work started in California is spreading to all parts of the country. The recommendations made in a lay-language bulletin, prepared by the research committee of the Council, have enlisted the attention of educators. To date, the Division of Schoolhouse Planning, California State Department of Education, has distributed on request some 35,000 bulletins to nearly every State.

Entitled, Recommended Practices for Lighting California Schools, it is co-authored by R. S. French, Ph.D., of California School for the Blind, Berkeley; Clark Baker, Lighting Counselor, Northern California Electrical Bureau; Charles Bursch, Ph.D., Chief of Division of Schoolhouse Planning, Sacramento; John Lyon Reid, A.I.A.; and Leland H. Brown, Ph.D., chair-

man of the research committee and associate professor of electrical engineering, Stanford University.

Much of the material in the bulletin is the result of careful research conducted in the Stanford University Illumination Laboratory.

Standards of lighting for classrooms have been approached and decided upon on the basis of the following major factors: 1. The severity of the seeing task. 2. The duration of the seeing task. 3. The efficiency of the eye to see. 4. The quality, quantity and direction of light. 5. The brightness of light sources, both natural and artificial, and of objects. 6. The proportions and equipment of the classroom, its wall and ceiling conditioning, its adequate wiring and maintenance.

RESEARCH is now going forward in the fluorescent lighting field. It is expected that recommendations for its use will be forthcoming soon. Fluorescent lighting is being constantly improved. The greatest obstacle — the high first cost of installation — will be lessened with increased use after the war. Then it may supersede the incandescent lamp in school classrooms.

Two New Ginn Books

CALLING South America, Adventures on the Air, by Marion Lansing, is a delightfully novel book of imaginary radio conversations for grades 5 and 6. Latin-American cultural and racial differences are brought out naturally and become familiar and accepted facts to the pupils; 172 pages, many illustrations, price \$1.32.

On Wings of Song, by Hood and others, is a new World of Music song book for rural schools, especially designed to furnish the one-room rural school with a program of beautiful song material to cover 3 years. The music-reading program, the song arrangements, provision for chording, descants, the use of melody and percussion instruments, game and action songs, are logically developed in the 3-year plan; 190 pages, many charming pictures and full-page plates in color; price \$1.20. A teachers manual is available.

Ode to April

Elizabeth Raven, Roosevelt Elementary School, Stockton

HOW do I know it's April?
Well, the trees are silvered with rain,
And their teasing scrape at the windows
Reminds one of Browning again.

But a waste-basket snowy with kleenex
And six dozen little wet feet
Require more instant attention,
So, Poetry, take a back seat!

Yes, springtime has conquered the classroom,
But somehow it's less picturesque
To herald the advent of April
From the teacher's side of the desk.

CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, CENTRAL SECTION

Clyde E. Quick, Teacher, Chowchilla High School, Madera County, President

CENTRAL Section Classroom Department, California Teachers Association, reelected its 1944 officers at a meeting in Fresno in October, 1944, including Clyde E. Quick of Chowchilla, president; Frank Delamarter, Chowchilla, vice-president; George Smith, Fowler, secretary; Jess Markle, Madera, treasurer.

A large number of the representatives from the 7 counties of the San Joaquin valley were present at that meeting. The Extension Committee, headed by Dorothy Mae Gibson of Bakersfield and Past-President D. J. Conley of Strathmore, recommended that all schools in the Section be encouraged to promote unified membership in NEA, CTA, and local teacher clubs. The committee was also commended upon its successful pamphlet, *The Teachers I. Q. Test*, distributed to all teachers in the San Joaquin valley last fall.

Education Committee

The Education Committee, under the leadership of Patricia Murphy of Fresno and Kathryn Cavanagh of McFarland, reported on a survey, made in the Central Section, that practically 100% of the teachers vote regularly, except those who are unable to vote due to changing positions and residences. The result of the vote survey was demonstrated by the large majority which educators made at the November 7 election, at which time Proposition 9 was approved by the public by an overwhelming majority. The psychology behind the survey was to encourage all teachers to vote on November 7 and to continue to vote regularly at all elections.

Frank Delamarter of Chowchilla and Irene Conley of Visalia, co-chairmen of the Legislative and Teachers Welfare Committee, investigated the various propositions on the November ballot and encouraged educators to get out a record, favorable vote on No. 9. The Department also endorsed the committee's recommendations, opposing both Propositions No. 11 and No. 12.

President Quick reported on his trip to Sacramento where, on October 24 and 25, he represented the Central Section as a member of Dr. Walter Dexter's Advisory

Council. He outlined the recommendations for expansion of education in California as made by Dr. George Strayer of Columbia University. Dr. Strayer's report was sent to Governor Earl Warren's Commission on Reconstruction and Reemployment, with the suggestion that the Legislature frame bills to put his recommendations into law.

The Department held its first meeting of the new year in Fresno on February 3. The group held a round-table discussion on the projects and activities which the various committees might undertake during 1945.

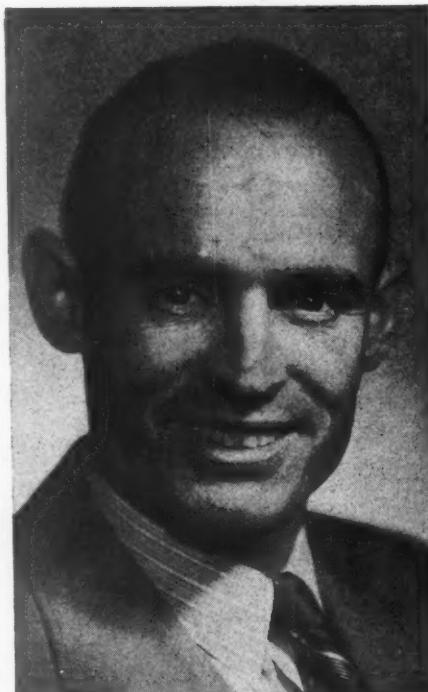
Committees for 1945

Committees for 1945 were named as follows: Extension: Dorothy Mae Gibson, Bakersfield, and David J. Conley, Strathmore, co-chairmen; Mrs. Anna Allen, Hanford, Jess Markle, Madera, Mrs. Olive Vian, Fresno, Mrs. Alice Ellingham, Mariposa. Education: Lucile Proudfit, Bakersfield, and Mrs. Alice Corse, Fresno, co-chairmen; Louise Madsen, Delano, Mrs. Alma McAuliff, Visalia, Doris Desmond, Madera, George Smith, Fowler, Elizabeth Solomon, Le Grand.

Legislation and Teachers Welfare: Joseph Bedford, Fresno, and Frank Delamarter, Chowchilla, co-chairmen; Irene Conley, Tulare, Virginia Nash, Mariposa, Edith Gemmell, Avenal, John King, Bakersfield, Grace Fuller, Madera, Alvia Del Carlo, Merced.

President Quick outlined the January 5 meeting of Dr. Dexter's Advisory Council

Clyde E. Quick, President



at which Dr. Strayer made his final report. The four major divisions of his report concerned: 1. Reorganization of the State Department of Education; 2. Professionalization of the County Superintendent's Office; 3. Reorganization of School Districts; and 4. Equalization of State Aid to the Elementary Schools of California.

It was also brought out at the meeting that Quick had been selected by the CTA Board of Directors to serve as a member of the State Committee to study Dr. Strayer's proposals.

The Department recommended to the Central Section CTA that Mariposa County be constituted a separate CTA Division. The matter was presented by Past-President Conley at the March 3 meeting of the Section Council. The Section approved of the plan, and Mariposa County will now organize its own CTA unit and elect its officers and representatives. (Mariposa County was formerly a part of the joint Merced-Mariposa CTA Unit.) Mariposa County has always been near 100% in CTA membership and is now setting its goal at 100% in NEA memberships.

Federal Aid

A brief review of the new Federal Aid bills, S. 181, and the companion measure, H.R. 1296, was presented. The group agreed that the matter of Federal Aid, as proposed by these bills, is highly desirable, and the Department encourages all CTA groups to contact their national senators and congressmen, urging them to vote and work for either measure. The bills would provide a total of \$300,000,000 to be apportioned by the federal government for Education. \$200,000,000 would be distributed to the various States on an a.d.a. basis, and the other \$100,000,000, on a basis of financial need. It is an equalization measure, and the final distribution of the money is left entirely in the hands of the various States.

The matter of income-tax returns was also discussed at the February meeting. All teachers were urged to ask their administrators to pay them on the 12-month basis. It was brought out that teachers are being taxed at a higher and unjustified rate (meaning refunds) if they are paid on the 10-month basis. Teachers should make this request so that their withholding tax will be reduced during the 1945-1946 contract period.

THE next meeting of the group will be held at Hotel Fresno on April 21, at 10:30 a.m. Committees will meet at that time, and a general session will follow the luncheon at noon.

WHY NOT TRY RADIO?

*George G. Bruntz, Head of History Department, Los Gatos Union High School
Santa Clara County*

THE possibilities of radio as an educational medium is being recognized by school people throughout the nation. This applies not only to some of the regular commercial but also to the sustaining programs which every station and every network runs. Town Meeting of the Air, University of Chicago Round Table, Cavalcade of America and American Forum of the Air are a few examples of many educational programs that are available to every American at the twist of the wrist.

But there are also opportunities for participation by students in radio programs. The annual Junior Town Meeting of the Air, sponsored by Civic Education Service and Town Hall, presents great opportunities for hundreds of students to prepare for, or actually participate in, a national radio broadcast.

Every high school that is interested can enter candidates for this broadcast. Students do research on the topic — this year it was Compulsory Military Service — and write a 600-word radio speech. Local contests are generally conducted to pick the candidate a school will recommend. School broadcasts over a public-address system might be used or the neighborhood radio station might be glad to broadcast these tryouts.

From the list of hundreds of names sent in, eight people are finally selected to appear on a Junior Town Meeting of the Air program with George V. Denny as moderator. The value of this experience is so obvious that we need not dwell on it further.

Another opportunity on the air is the American School of the Air series of Columbia Broadcasting system. This is a half-hour program each school day from October through April. The variety of the programs is demonstrated by the subjects covered during the week. Mondays is devoted to Frontiers of Science; Tuesdays to Gateways to Music and so on through Friday which is devoted to Current Events. The program originates in New York and is dramatized by professionals.

The last 8 or 10 minutes are left open for high school students who generally devote their time to a panel discussion of the topic for the day. For example: A recent program, in which our students participated, was devoted to the Problems of Peace. After a dramatization from New York, dealing with the Versailles Peace Conference, six students from our high school discussed the Problems of the Coming Peace.

The training in research, the experience in thinking while standing on their feet and the experience of speaking over the air were of greater educational value than anything they could have done in a month of classroom activity. Then too, motivation is a factor to be considered. Those youngsters who were scheduled to broadcast did not have to be prodded on to do the research necessary. The fact that they were on the air and that they would be heard by others was motivation enough.

These CBS broadcasts are a great aid to schools in the matter of production, including script-writing and dramatization. The broadcasts from New York start in October

and end the last of April. But most schools on the Pacific Coast do not close until 6 or 8 weeks later. To fill in this gap, Station KQW conducts a unique educational experiment. It invites schools in the Bay area to produce their own half-hour programs following the same pattern as those that originated in New York. These are known as KQW School of the Air. Louise E. Taber, Columbia's educational director in the San Francisco studio, arranges these programs with the schools in and around the Bay region. She is on the job and willing to give any help she can on these broadcasts. Generally one school is given several programs to produce. When the program is ready for broadcasting it is transcribed either at the school or at the studio and then put on the air later according to schedule. This gives the students a chance to hear their own broadcast and to discuss their weak points and strong points.

The value of this type of activity lies in the actual production of the dramatic script as well as the experience in broadcasting. Suppose a science department is scheduled to produce a program for the Frontiers of Science group. The topic, we'll say, is Magnesium, which topic has been chosen by the students themselves. Now they get to work. They read up on magnesium, its history, its composition and its uses. Then they go to the world's largest magnesium plant near their school and get more data and perhaps even interest the manager in



Group of students from Los Gatos Union High School broadcasting on The American School of The Air program of CBS.

Left to right they are: Marjorie Miller, Jeannette Jones, Norman McKown, Clyde Nerell, the announcer, Marilyn Thorwaldson, Shirley Wilbur and Dr. George G. Bruntz.

the broadcast. He might even appear on the program with the students.

Having obtained the information they need the students get busy preparing their script. The English department works with the science department on this. It is amazing how much local history is uncovered in the preparation of these programs. This digging up of valuable information and writing a script is an experience that could not possibly be gained without the stimulus of actual radio production.

MANY schools have already made full use of the radio as a medium for education. Portland, Oregon's Station KBPS features a program called *Figure It Out*, which consists of a quiz followed by an interview with some adult who emphasizes the use of mathematics in a particular vocation. The Portland schools have also been presenting a Kid Critics program in co-operation with the Portland Library Association, in which the upper grade school youngsters discuss their favorite books. Why not try this type of program for stimulating the reading of biographies in high school history or English classes?

We are all acquainted with The Popular Educator* pamphlet which gives digests of the world's greatest literature. Toledo, Ohio, is adapting this same principle by compressing literary classics into half-hour radio presentations. So important has radio production and script writing become to the school system of Toledo that Script and Production classes are given in all the high schools.

History classes, science classes, English classes all can find some program on the air worth their while or can produce their own programs. Station WHA of University of Wisconsin has a program on science called *Afield with Ranger Mac* which brings noted naturalists to the aid of science teachers. Though this is directed at grade school youngsters, it could easily be put to use by high school teachers.

Current Events is the easiest type of material to find on the air. But why not produce your own current events broadcast? In Chicago some students put on a Young America Answers broadcast in which high school students analyze the news of the day to their fellow students. Station WMCA of New York City broadcasts a program *The Voice of Young Democracy* which is sponsored by Youthbuilders and the city school system.

Radio is going to play an increasingly important role in education in

the future. The Federal Communications Commission has set aside a frequency modulation band for the exclusive use of educational programs. There will be enough FM stations in each area to give the smaller schools as well as the larger schools an opportunity to work up programs and produce them on the air.

Every administrator and every teacher should explore the possibilities of radio in their immediate area and plan to use this medium not only from the standpoint of listening to worthwhile programs but with a view to producing programs of their own for broadcasting.

* * *

Ethel Saxon Ward, director of curriculum and supervision, Alameda County Schools, of which Vaughn D. Seidel is superintendent, has been elected by the membership of

NEA Department of Supervision and Curriculum Development to serve on the Board of Directors for a 4-year term, according to word from Ruth Cunningham, executive secretary of the Department.

* * *

The Wind

Beatrice Helt, Pupil, 5th Grade, Oakdale Grammar School, Stanislaus County*

WIND, Wind, Blow, through the willows;
Just like a little breeze in and out among the trees,
Up above the house-tops,
In and out among the rocks;
Some times fast and some times slow,
All the time you're on the go!

* Beatrice was inspired on a very stormy, windy day. — Mrs. Margaret T. Liesy, Teacher.

YOUR OWN DUPLICATOR

Emery Stoops, Guidance Coordinator, Los Angeles County Schools

A SMALL duplicator in the classroom is an inexpensive way of improving the class instruction. Restrictions have eliminated adequate mimeograph stencils and as a result many teachers are making their own duplicators.

Use of the duplicator is advantageous because the teacher may write out study materials in long-hand with duplicator ink or with three colors of pencil, and may have a student helper run off 40-100 copies. If typing is preferred, duplicator carbon may be used. No special paper is needed; cheap typing paper is entirely satisfactory for class use.

The duplicator eliminates the need for expensive and immobile equipment and makes possible the duplication, upon only a few minutes notice, of script, typing, pictures, maps, graphs, charts, and the like.

The recipe for duplicator gelatine follows:
1½ ounces plain, unflavored gelatine; 1½ cups cold water, 1 pint glycerine.

Soak the gelatine over night. In the morning put gelatine on stove and melt, then add glycerine. Remove foam by lowering an old cloth to the surface of the liquid. Pour in box. Smooth out any bubbles that may appear on the surface. Set aside to cool.

If the gelatine peels, add more glycerine. If the gelatine seems too dry, add more water and re-melt. When the surface of the gelatine becomes roughened through use, scrape the gelatine out and re-heat with a little water.

A shallow, covered box, slightly larger than the paper to be used, makes a satisfactory container for the gelatine.

If the teacher does not wish to follow the above recipe, prepared gelatine may be purchased at a stationery store. Furthermore any flat box, or non-rustable pan may be substituted for the folding box.

In using the duplicator the paper should be lifted by keeping the paper pulled straight rather than bending it back. Bending causes the paper to roll. The duplicator should sit 24 hours between operations to allow previous ink impressions to absorb. The secretary at any school can give helpful hints to teachers in the efficient use of duplicators.

* Edited by George M. Murray and published weekly by National Educational Alliance, 37 West 47th Street, New York City.

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A COOPERATIVE PROJECT

A COOPERATIVE ADULT EDUCATION PROGRAM BETWEEN THE TEHACHAPI VALLEY UNION HIGH SCHOOL AND CALIFORNIA INSTITUTION FOR WOMEN

Paul C. Giddings, Principal, Tehachapi Valley Union High School, Kern County,

CALIFORNIA Institution for Women is located in Cummings Valley approximately 13 miles from Tehachapi Valley Union High School.

The Institution, established as a branch of San Quentin in 1933, was given the status of a separate institution in 1936. Alma Holzschuh was appointed as superintendent in 1942. Previous to this time there had been a few educational advisors or part-time teachers employed in which a few classes were taught. The majority of the teaching was done by the inmates of the Institution, except what was taught by the advisor personally.

If the theory of a correctional institution rather than an institution of punishment is right, definite education and counseling are certainly necessary. The limited services that were given along this line in the Institution were partially due to lack of necessary funds and partially due to necessity of general over-all organization, as well as other things. The principal instruction consisted of classes in subjects that could be taught by inmate instructors.

Shortly after Miss Holzschuh's appointment, a counselor was employed. At this time our school made its appearance upon the scene. A tentative program was outlined with Tehachapi Valley Union High School working in co-operation with Miss Holzschuh, the superintendent of the Institution, and Miss Minton, the educational advisor.

The general plan called for the administration of intelligence and aptitude tests combined with guidance and counseling toward graduation or employment after leaving the Institution. The educational and vocational training was to be combined with the

duties of maintenance and other work within the Institution.

The first problem met with the necessity of educating the personnel in the thought of correctional work instead of punishment. Heretofore the inmates had been paroled to housework and it was necessary to build up a desire in them, as well as the realization that it was possible to be paroled into other fields of endeavor.

Combined with this was an attempt to build up a desire for advancement from the pre-institution status of the individual. This was given a very definite impetus by action of the Board of Trustees of the Institution, who gave them credit for attendance in school, shortening their time for parole on the basis of their educational achievement, as well as other items of consideration.

The program was set up as a regular school, with credits for graduation being determined by the amount of time of instruction and the quality and quantity of work completed, using the same base as is used in the local high school.

Vocational training and educational training were integrated with the maintenance work program of the Institution, and this in turn was correlated with the results of the testing program.

Testing Program

Upon a girl's first introduction to the Institution, after the necessary preliminaries required by the regular Institution program, the following tests were given: mental and personality tests; achievement tests in mathematics, reading and language; an interest test; mechanical aptitude and commercial aptitude tests. This testing program was worked out in co-operation with the County Superintendent of Schools, Leo B. Hart, and the tests

were given as far as possible by members of his staff and scored at the Superintendent's office.

Transcripts of school records were obtained for those who were interested in completing their high school education. All of this information, in addition to the information obtained from a study of the individual, herself, was combined in their classification. This was followed by training given in the groups formed by this classification.

Teaching Staff

Our first full-time teacher was Lt. Benjamin F. Stinson, Jr., whose personality and knowledge of commercial work started the program off very successfully in the summer of 1942. The subjects that he offered were typing, shorthand, bookkeeping, office practice and filing. His classes were very large and well attended. In view of the fact that commercial work was being given, emphasis was placed upon having those people who were used in the offices of the Institution and upon those who wished to fill commercial positions after leaving the Institution.

The next step in the program was the employment of Mrs. Mary Anderson Binn, full-time teacher in foods and nutrition, arts and crafts, elementary reading and advanced English. Her work was mostly confined to those who were engaged in cooking and to the various household duties of the cottages in which the inmates were housed, but also to taking care of those who needed training in elementary reading and English.

The program was further supplemented by regular day teachers from the high school who held classes after school and evenings at the Institution. The highlight of the program from the point-of-view of the inmates was the shop program which met twice a week. Inasmuch as it was impossible to take the shop to the Institution, ten students were brought in to the class in a station wagon. These inmates were very definitely from the honor group and considerable interest and competition was aroused over this opportunity. This was a very unusual and significant step forward in educational practices in penal institutions.

Other additions to the faculty were made by the use of warders who had had sufficient training along educational lines so as to be able to obtain credentials. The most outstanding of these was Mrs. Elvira B. Clift who had two classes a week in power sewing. The commercial teacher taught three classes per week consisting of

typing, bookkeeping, shorthand, and penmanship. The physical education and social science teacher taught four classes per week in speech, drama, physical education and history. The music teacher had one class per week in vocal music. The shop teacher had two classes a week in machine shop and welding, blueprint reading and mechanical drawing.

PERMANENT record-cards were set up in the office of the high school for the students at the Institution but as no report cards were issued, certificates were granted at the completion of definite blocks of

work, approximately three of these being equivalent to a regular high school credit. Sixty-eight per cent of the inmates of the Institution were enrolled in one or more classes, typing being the most popular with 47, arts and crafts next with 38, and music with 35.

Interest shown by the inmates and staff members in the educational and vocational training program indicates that a definite assistance has been given to these people. Upon their re-entrance into society they will be better adjusted individually to cope with their problems than they were before the inauguration of the educational program.

TO TEACH ETIQUETTE

Henrietta Holland, Teacher of English, San Bernardino Senior High School

ALTHOUGH there are many devices for teaching etiquette, probably you are the most potent of all. You set the standard for the class, and the pupils observe you more than they do any other one individual in class — probably more than any individual outside of class, either. You are almost constantly before them as an example. Children tend to imitate — both good and bad. Hence, it is important that you present to them an example of good manners.

In manners, as in everything else, "Actions speak louder than words." One courteous act on your part will do more than a multitude of words to teach manners to your class. So, when you are struggling to teach manners, don't overlook that most valuable of all aids — good example. Show your children what good manners are.

Etiquette is not a subject the fundamentals of which you can teach from 10:00 to 10:15 and then forget for the rest of the day. Of course, lessons in how to introduce friends, how to accept invitations, how to act at the table, and so on are helpful, but to function, etiquette must be regarded as something which you teach all day, and outside of school, too, and the best way to teach it is by example.

How do you check up as an example for your pupils?

1. Do you "use your manners" with children as well as with adults?

basic philosophy which underlies all courtesy, "Politeness is to do and say the kindest thing in the kindest way"?

In addition to "teaching" your pupils how to act, show them how to act. Then look for every opportunity to commend them for good manners. Make courteous behavior the desirable thing in your classroom. Recognize every courteous act, and praise more than you criticize.

* * *

K. L. Stockton, formerly principal, George Washington Senior High School, Los Angeles, who resigned 18 months ago because of ill health, is now special representative, Northwestern National Life Insurance Company, Los Angeles. For many years he was active in California Teachers Association and is widely known in California educational circles.

* * *

Recently, at Modesto Junior College, a Health Forum Series entitled Human Relations and Family Life was successfully given under direction of program chairman Fred C. Beyer, Stanislaus County health coordinator. The 6 evening sessions were held with the cooperation of the junior college adult education department. The average evening attendance was 145.

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Kickapoo Trails

A Review by Porter Hendricks, Captain, Corps of Engineers; Chief, Pre-Induction Training Branch, Western Division

KICKAPOO Indian Trails is written in the form of stories told by the author's mother to her own children and her neighbor's children.

The book containing much of interest pertaining to the Indians, particularly the Kickapoo tribe, is written in a simple style which appeals to boys and girls.

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In these various stories, which the author heard her mother tell, she covers all forms of Indian life—including ceremonial dances, burials, hunting, fishing, riding, communal life in the Indian village, war between two tribes and also character sketches and tales of various Indian chiefs, concluding with the death of Chawkeekee whose last words were, "The light has come, I go," and the author concludes with, "So the light did come at last to envelope his spirit and carry it along the Kickapoo trail to the Happy Hunting Ground."

Caxton Printers, of Caldwell, Idaho, are publishers of the book; price, \$2.50.

* * *

Eugenics Society of Northern California, 720 Capital National Bank Building, Sacramento, issues an interesting, illustrated series of eugenics pamphlets; a recent issue discusses over-population. California teachers find these pamphlets helpful in connection with their school work. Limited numbers of the leaflets are available free of charge for university or college classroom use.

* * *

Citizenship Week

CIȚIZENSHIP Program Aids: A Cooperative Project is the title of a new 72-page pamphlet issued by Office of Educational Services of Immigration and Naturalization Service, in cooperation with NEA Committee on Citizenship.

This pamphlet includes selections on Americanism, both in poetry and prose; several creeds and oaths found effective in citizenship ceremonies; quotations from foreign-born American citizens; and sample programs, illustrating the scope and patterns of successful ceremonies.

The introduction calls attention to the origin and purpose of these ceremonies and the place of the public schools in community recognition of citizenship.

It will be helpful in connection with Citizenship Week ceremonies which center around the third Sunday of May, officially designated by Congress as Citizenship Recognition Day.

Available for 15c from the Superintendent of Documents, Washington, D. C.

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33. Eyes and Ears for the Millions is the newest member of Little Science Series. The story of the invention and development of telegraph, telephone, radio and television, is excellent material for junior or senior high school students. The booklets are available without charge in quantities sufficient for all students in the class. Westinghouse.

34. A Look at Australia is a publication of Australian News and Information Bureau. It is a well-illustrated story of the country "down under" where many American men have spent months or years. Up to 25 copies per teacher can be supplied. Australian News and Information Bureau.

35. Quiz on Railroads and Railroading is dedicated to the curiosity of the American people. The new edition, with a section devoted to the railroads in the war, is just off the press. Effective for transportation units. Copies may be secured for each member of the class. Association of American Railroads.

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JUNIOR COLLEGES

WHAT CALIFORNIA TEACHERS ASSOCIATION HAS DONE FOR CALIFORNIA JUNIOR COLLEGES

Carl A. Bowman, CTA Southern Section Office, Los Angeles

JUNIOR college legislation in California has been a continuous process of evolution, to keep abreast with changing social, economic and educational conditions.

1907 — Basis of junior college legislation was established. Permitted "post-graduate courses of study for high school graduates, approximating the first two years of university courses." Provision lacked standards and gave inadequate support.

1909 — A provision to provide State aid was vetoed.

1915 — The Attorney General ruled that students enrolled in post-graduate courses could not be counted in making apportionments from the State High School Fund.

1916 — Will C. Wood, Commissioner of Secondary Schools, enumerated fundamental educational principles regarding the junior college which were partially incorporated in the Ballard Act.

1917 — The Ballard Act created the Departmental Junior College as an upper department of the high school. 25 of the 42 public junior colleges in California still operate under this plan of organization. The Ballard Act failed to provide adequate support for the new institution.

1919 — State Legislature set up a special legislative committee on education. Their report recommended amending the Ballard Act by setting up requirements for organization of a minimum assessed valuation of \$10,000,000; minimum population of 15,000; State Aid of \$100 per pupil; and an accreditation course-of-study.

1921 — The Legislature accepted the report and passed the District Law. Junior Colleges were to be the People's Colleges to meet the needs of the semi-professional groups. 17 of the 42 public junior colleges now operate under this act.

1927 — The District Law was amended to include more types of districts. Also

repealed the contractual relationship with teachers colleges for instruction in junior colleges.

1929 — Legislature raised requirements for organization in the district type junior college from \$10,000,000 to \$25,000,000 assessed valuation; required at least 1,000 a.d.a. in the high school district the previous year; contingent upon and subject to the approval of the State Department of Finance. Junior colleges not having 200 a.d.a. after the second year were to be suspended.

1931 — Legislature repealed the act passed in 1929. State Board of Education was given power to establish standards for organization and to set educational standards. Accredited junior college defined. Minimum assessed valuation of \$3,000,000 subject to approval of the State Department of Education.

1933 — Financial measures again amended in minor phases.

1935 — State junior college fund amended to \$90 a.d.a. Unified school district from the kindergarten through junior college provided.

1937 — All provisions relating to departmental and district junior colleges combined in one act. State gives legal entity to the 4-year junior college as well as to the 2-year. Minimum assessed valuation required for

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organization is now \$5,000,000. Both 4-year and 2-year junior colleges are supported from the same funds except for tuition in the 13th and 14th years. Four major sections of the School Code relating to financing high schools were amended by adding "or junior college." Special adult and evening junior college classes were brought legally under the financial set-up by amending two sections of the School Code. The 6-4-4 plan was legalized.

What California Teachers Association Means to Teachers

California Teachers Association is the one State-wide professional body which unites ALL teachers of all grades and subjects—in metropolitan, urban, and rural schools into one compact, influential organization.

Through the collective strength thus brought to bear upon educational and professional problems, the financial structure of our schools has been built and successfully maintained—even through the dark days of the depression.

The Constitutional Guarantee to education was initiated as Amendment 16 by California Teachers Association. Later, State school support was augmented under leadership of California Teachers Association. As a result of the constitutional

guarantee 65% of all money expended for California schools comes from the State treasury. California Teachers Association has successfully led to the defense of the constitutional guarantee against the many attacks launched upon it.

With assessed valuations steadily decreasing, schools since 1929 found themselves restricted as to revenue due to tax rate limitation. This limitation was broken in 1937 by a bill sponsored by California Teachers Association. This law made possible restoration of salaries all over the State. (Bill 566 of the 1937 Legislature.)

California Teachers Association in 1937 provided the interpretation and influence which defeated re-enactment of the 5% limitation law.

California Teachers Association has successfully defeated all attempts to deprive school boards of their rights to fix and administer school budgets.

The State Tenure Law was initiated and has been successfully defended by California Teachers Association.

California Teachers Association inaugurated the laws by which teachers receive salaries during illness; retirement salaries upon completion of service; sabbatical leave; exchange of teachers.

California Teachers Association has

worked successfully for the establishment and retention of free adult courses.

California Teachers Association sponsored a minimum salary for teachers and the bill thus sponsored became law in 1937.

A further statement, bringing the legislative record down to date, will appear later.—Ed.

* * *

Ode to an Education Class

Marjorie Allen, Teacher, Los Angeles*

STUDENT Teachers,
Like itinerant preachers,
come and go
to and fro.

No longer are we masters of our fate.
Who was it said "They also serve who only
stand and wait"?

Like double features,
Student Teachers
get shown around
before it's found

Which ones are A's and which are only B's,
And even then, who knows which one of
us is sure to please?

Student Teachers
Are lowly reachers
for the light.
Cold with fright,
We sally forth to battle with the foes,
And which of us shall come out bloody but
unbowed?
God knows!

* Miss Allen wrote this when she was a student-teacher in Claremont Colleges. She taught for 3 years at Claremont High School and is now teaching at Marlborough School for Girls, Los Angeles.

* * *

New Heath Books

IUR Country, by Mitchell and Stall, is one of the fine modern series, Our Growing World, issued by D. C. Heath and Company.

Our Country is the third book in the series, which comprises 6 texts for elementary schools. There are 310 pages, with many pictures and full-page plates in full color. Lucy Sprague Mitchell, editor of the series, is co-author of Our Country; price \$1.

Spelling To Write, also published by Heath, is a series of 7 books (grades 2-8) by Wheeler and Moore. This is a good practical series of spellers, keyed to present-day life, with plenty of fundamental drill-work, and many refreshingly attractive features; books 2-3, 52c; books 4-8, 56c.

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CHILDREN ARE RETURNING

HOW THE SCHOOLS CAN PREPARE FOR THE RETURN OF THE JAPANESE-AMERICAN CHILDREN

Mabel G. Crumby, Assistant Professor of Education, San Jose State College

HOW I dread to have the Japanese children return to our schools," said a teacher to me recently.

"Why?" I answered. "Those I knew were particularly interested in their school work, and I can never remember a real behavior problem among them."

"You don't understand what I mean," my friend replied. "I dread their return when I think of what is in store for them. Our children will naturally hate them because they are Japanese."

How true this is! I had realized something of the difficulties the Japanese-American adults would have to face on their return to the Pacific coast, but I had never before thought of the difficulties ahead for the children in our schools.

I was reminded of a small Chinese boy in one of our kindergartens shortly after the Pearl Harbor episode. The teacher found her boys on the playground beating the little fellow because they thought he was a Japanese!

How can we save these returning Japanese-American children from an undeserved feeling of guilt and humiliation which may harm their personalities permanently and which might even later lead toward a feeling of disloyalty to America?

There are two avenues open to the teacher: work with the parents and with their children. If well done, she has done a big war job—or is it a peace one? Obviously, work with parents and children is closely interwoven.

Through such organizations as the Parent-Teachers Association, mothers clubs, and newspapers the teacher can make the adults realize the vital part they are playing in the right development, or in the dwarfing, of children's personalities—those of the Japanese-Americans and those of American stock. In fact, the latter may grow in intolerance and race hatred unless parents and teachers give the right guidance in relation to this problem of the children's return.

To the Great Master harming a child was a great sin. Of the offender he said, "It were better for him that a millstone were hanged about his neck, and he cast into the sea, than that he should offend one of these little ones."

As to the teacher's work with her children—she should prepare them for the return of this minority by telling her class the simple facts. When war broke out there were a few disloyal Japanese in our country. Because "Uncle Sam" did not have time then to investigate every case, all the Japanese had to be temporarily evacuated. Now our government has studied each case, so we know that those who are returning are good citizens. In fact, some of those who were temporarily in Relocation Centers are now in the Armed Services. It would make a favorable impression on the child if he could see a picture of these men in uniform, some of whom are wearing medals of distinction.

A teacher with imagination might get her class to feel what these Japanese-American children had been through—their disrupted home life, their insecurity and fears and now their anticipation, probably mixed with dread and pleasure, of their return home.

The teacher could tell some of the fine

records these children had made in our schools before their sudden departure. Some of the work, particularly that in art, might still be in the school.

More than through what the teacher says, however, is her own attitude toward the child. This she will reveal to her class as she graciously receives each returning "citizen" and makes him feel he is welcomed home.

* * *

Grades

Ethel Moffat, Teacher, San Juan Capistrano Elementary School, Orange County

THEY asked me to explain to them, The "how" and "why" of grades. 'Twould be so very simple, If only A's were made.

The pluses and the minuses Are very close degrees. It takes a master juggler The pupils all to please.

So let's forget the A's and D's And concentrate on us. Have every day mean only this— We'll do our best or bust.

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In Memoriam*George Philip Morgan**A Tribute by Roy W. Cloud*

GEORGE PHILIP MORGAN, for years one of the outstanding educators of California, passed to his reward in his home town of Sonora, in Tuolumne County, on February 17, 1945. He was the son of pioneer parents and was born at Columbia, June 1, 1859. I visited him last year. At that time he told me he was waiting for the school bell to ring. Now that it has rung, we are sure that he is happy because he has joined so many of his old friends who had gone on before.

In the January 1937 issue of Sierra Educational News was printed a poem which Mr. Morgan had written about Columbia. During his boyhood days this community was one of the largest cities of California and almost became the capital of the State. The beginning stanza of his poem reads

Methinks I see through mist and haze
A picture of the olden days
That tells of quaint and curious ways
On Old Main Gulch.

Much of the thought that occupied Phil Morgan's mind during the past few years was of the quaint and curious ways which he had known on Old Main Gulch.

Phil Morgan was 6 feet 4 inches tall, a handsome man. He went to San Jose as a boy of 15 to attend the old San Jose State Normal School. He completed his course there in 1876. His sister Rose was then

*George Philip Morgan*

Superintendent of Schools of Tuolumne County and under her supervision he became a teacher at Sullivan Creek. In 1886 he was elected Superintendent of Schools of his native county and continued in that position until 1942. It has seldom been given to any man to serve so long and so faithfully in one position.

I have visited schools with Mr. Morgan. It was a pleasure to go with him into a little rural school and see the joy of the pupils and teacher at his coming. He would listen to a recitation, then at the request of some youngster he would sit at the organ and play one of the old-time tunes which he had known as a boy and in a fine baritone voice, which at times would

almost shake the rafters, sing for the children. His visits were real epochs in the lives of those boys and girls of the Mother Lode. He loved every one of them.

Also, he was exceedingly proud of Tuolumne County and wanted every visitor to see just as much of it as possible. But everyone who visited him had to go with him to Columbia and visit the scenes of his childhood.

Mr. Morgan was happy in his work as a school man and had the kind of a family life which appealed to him as being just about ideal. With his wife, his two daughters and his son Will, he believed life held for him everything that was really worth while. Just a few years ago Mrs. Morgan and then his son were taken. His two daughters are teaching in Oakland public schools. Two grandchildren, Philip Morgan and Louise S. Morgan, attend Sonora Union High School.

I copied a little saying of Mr. Morgan's once when I was with him at a teachers institute in Sonora. At the opening of the meeting he said: "The Lord was good to Tuolumne County. He planted gold and marble, trees and scenery here, so that all the State might be richer."

The State certainly is richer because of the life of George Philip Morgan, who meant so much not only to Tuolumne County but to the whole State of California.

* * *

Captain Maurice Harold Hunter, U. S. Army, was recently reported killed in action in the Burma Road area. He had been cited for the Bronze Star and was about to be promoted to Major. He is son of Dr. Frederick M. Hunter, formerly Superintendent of Oakland Schools and prominent in California Teachers Association and State educational activities. Dr. Hunter is Chancellor, Oregon State System of Higher Education, and lives in Eugene.

* * *

Albert E. Boynton, age 70, died recently at his home in San Francisco. Formerly a State Senator, he was a staunch friend of the Public Schools and father of much of California's legislation to protect workers. He was the principal leader in carrying through the Legislature California's first State-wide Teachers Retirement System.

Born in Oroville in 1875, he worked with the Oroville Register which his father operated. He graduated from Oroville Union High School, 1894, took a law course at University of Michigan, returned to Oroville to practice law, became Senator and later came to San Francisco. He was active in many civic, national and fraternal organizations and in 1926 was Grand Master of California Masons. His death marks the passing of one of California's outstanding public spirited citizens.

(Please turn to Page 38)

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By I. H. YOUNG

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*Mary Jane Clouse, Teacher, 4th Grade; Mrs. Lucile Zurcher, Principal;
Metcalf School, San Bernardino City Schools*

A YEAR ago last September the children who came back to Metcalf School* discovered a new and unexplored room. They looked in the open door and their question changed from what? to when? when can we go in there? "In there," as you no doubt have guessed, was our new school library. How eager they were to get those books in their hands, to hunt until they found just the right one! That eagerness still exists after a year and a half and with it has come an added appreciation of the use of a library.

There are no longer just books; there are science books, books about the Bible, animal books, books full of poetry, and map books. You can travel from one end of the earth to the other; you can be a pilot, a pirate, a prince, or a poet — all by finding a certain kind of a book.

Very early they found it helped enormously if they knew the different classifications of the books and where these were located on the shelves. After a few special lessons on classification and continual checking by their classmates, selecting books and replacing them became an easy matter.

* Metcalf is one of the small schools in the district. A supply and store-room was transformed into an efficient and effective library that really works. Children and teachers are enthusiastic, happy and proud of this special room in their building.

Scholarship Competition

CALIFORNIA College of Arts and Crafts, Oakland, announces 10 valuable art scholarships for high school seniors and junior college students.

To compete one must submit 8 plates; anyone interested should write immediately for detailed rules and instructions. Final receiving date is May 19, so prompt action is imperative. The winners will be notified after June 1.

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of the children afraid to go to the City Library. They know about card catalogs and with a little help can use the large ones. They know how to find books by their numbers and letters. Finding things by alphabetical order is easier because of using the card file and locating books on the shelves.

Their appreciation of the worth and beauty of the books has increased considerably. Hands are always clean and great care is used in handling the books. And, of course, they observe the rules of all libraries. The children have made their library a valuable and working part of their life. Our school library does work!

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Bay Section

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Piedmont (25th consecutive year) — Piedmont high, Egbert W. Beach, Frank C. Havens, Wildwood.

Alameda City (entire city 100%) — Edison, Franklin, Haight, John Muir, Lincoln, Longfellow, Mastick, Porter, Washington, Webster, Alameda high.

San Joaquin County (entire county 100%) — Alpine, Atlanta, Banta, Bellota, Bruelle union, Burwood, Calaveras, Calla, Castle, Chartville, Clements union, Collegeville, David Bixler, Davis, Delphi, Elkhorn, Enterprise, Escalon, Escalon union high, Everett, Fairchild, Farmington, Four Tree, French Camp, Garden, Glenwood, Grant, Greenwood, Hamony Grove, Henderson, Holt, Houston, Independent, Jefferson, Lafayette, Lammersville, Lathrop, Lincoln, Linden, Linden union high, Live Oak, Lockeford, Emerson, Garfield, Lincoln, Needham, Lodi union high, Lone Tree, Madison; Manteca elementary schools: Lindbergh, Yosemite; Manteca union high, Monterey, Yosemitc; Manteca union high, Modesto.

tezuma, Moore, Mossdale, Naglee, New Hope, New Jerusalem, Oak View union, Peterson, Ray Union, Rindge, Ripon, Ripon union high, River, Rustic, San Joaquin, Summer Home, Terminous, Tokay Colony; Tracy elementary schools: Central, South, and West Park; Tracy union high, Turner, Van Allen, Venice, Veritas, Victor, Waverly, Weson, Wildwood, Woods.

San Jose (entire city 100%) — Abraham Lincoln high, San Jose high, Edison high, Technical high, Peter H. Burnett jr. high, Herbert Hoover jr. high, Theodore Roosevelt jr. high, Woodrow Wilson jr. high, Anne Darling, College Park, Gardner, Grant, Hester, Horace Mann, Jefferson, Lincoln Glen, Lincoln, Longfellow, Lowell, Olinger, Trace, Washington, Willow Glen, Kindergartens.

Solano County (entire county 100%) — Allendale, Benicia unified, Browns Valley, Center, Collinsville, Cooper, Crescent Island, Crystal, Currey, Dixon, Dover, Elmira, Fairfield, Falls, Gomer, Grant, Green Valley, Maine Prairie, Olive, Owen, Peaceful Glen, Pleasants Valley, Rio Vista union, Rockville, Ryer, Silveyville, Suisun, Tolena, Tremont, Union, Vaca Valley union, Willow Spring, Wolfskill, Armijo union high, Benicia unified high, Dixon union high, Rio Vista union high, Vacaville union high.

Berkeley — Columbus, Cragmont, Emer-

son, Hillside, Jefferson, John Muir, Le Conte, Lincoln, Oxford, Thousand Oaks & Sunshine, Washington, Whittier University.

Oakland — Allendale, Brookfield Village, Luther Burbank, Burckhalter, Campbell, E. Morris Cox, Crocker Highlands, Garfield, Glenview, Hawthorne, Highland, Jefferson, Lazear, Horace Mann, Manzanita, Maxwell Park, Melrose, Montclair, Parker, Peralta, Piedmont Avenue, Redwood Heights, Rockridge, Elisabeth Sherman, Toler Heights, Whittier.

San Francisco — Elementary Schools: Alvarado, Andrew Jackson, Burnett, Edison, Fairmont, Fremont, Garfield, George Peabody, Gough, Guadalupe, Jefferson, Lafayette, McKinley, Miraloma, Monroe, Sanchez, Sunshine Health, Twin Peaks.

Alameda County Rural — Alvarado, Alviso, Castro Valley, Centerville; Emeryville; Anna Yates, Ralph S. Hawley; Green; Hayward: Fairview, Hayward Highlands, Muir, Pacific Primary; Independent, Inman, Irvington, Lincoln; Livermore: Livermore elementary, Arroyo-Del Valle; May, Midway, Mission San Jose, Mount Eden, Mountain House, Murray, Newark, Palomares, Pleasanton, Redwood, Russell; San Lorenzo: San Lorenzo school, Sunset; Stony Brook, Summit, Sunol Glen, Tennyson, Valle Vista, Warm Springs, Livermore union high, Arroyo high, Washington union high.

Albany — Cornell, Codornices.

Contra Costa County — Alamo, Amador, Bay Point, Danville union, Highland, Knightsen, Lafayette, Oakley union, Pittsburg intermediate, Pleasant Hill, Sheldon, Tassajara, Liberty union high, San Ramon Valley union high, Vine Hill, Martinez jr. high.

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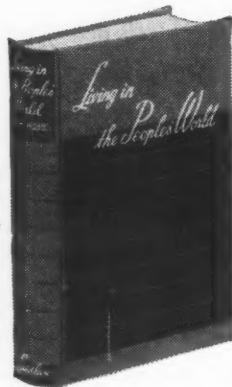
Lake County — Blue Lakes, Cobb Valley, East Lake, Kelseyville union, Lakeport union, Lower Lake, Lucerne, Middletown unified, Mountain, Upper Lake union, Horse Mountain, Clear Lake union high, Middletown unified high, Upper Lake union high.

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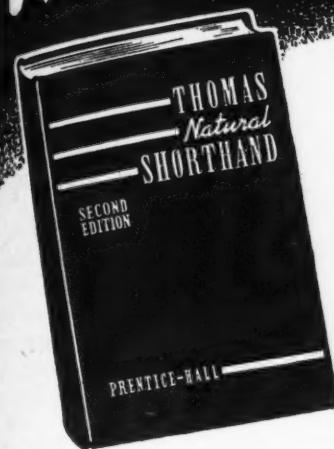
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Modesto — Franklin, Wilson.

Tuolumne County — Algerine, Astra-ville, Bellevue, Chinese Camp, Columbia, Corner, Curtis Creek, Jamestown, Moccasin Creek, Poverty Hill, Rawhide; Shaws Flat Springfield union, Soulsbyville; Tuttletown, Twain Harte, Wards Ferry, Sonora union high, Summerville union high.

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(Please turn to Page 38)



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SCHOOL LIBRARIES

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Marjorie T. Fullwood, Franklin Junior High School, Long Beach; President, School Library Association of California

IN this year of World War II the School Library Association of California, like other educational and professional organizations, found itself facing the increased and increasing problems of wartime conditions with depleted personnel and a reduction of regional and State meetings. Many of our members have gone into the services and the service libraries, of course, and so our thoughts have been forcibly centered on the need for the maintenance of professional standards and for the recruitment of young people to the profession of librarianship.

The constant objective of the Association has been and continues to be the furtherance ". . . of the professional interests and standards of libraries and librarians in educational institutions of California." Our special objective for 1944-45 has been to continue to give full service despite inadequate staff.

Duration difficulties have not been without their rewarding features however. We have seen the need of aligning ourselves more closely with other library organiza-

tions, and so the Association applied for and was granted chapter status as an integral part of American Library Association. Our ties with California Library Association are closer now. The Section for Work with Boys and Girls of California Library Association and School Library Association, both in State and regional groups, have cooperated in the meetings which have been held this year. A joint State meeting of California Library Association and School Library Association of California is under consideration for the future.

Our activities have had this year a certain international flavor which is not surprising. A project which has received support from California School Library Association is Treasure Chest Campaign, sponsored by Book Committee of Women's Council for Post-War Europe, with the object of supplying American books, especially picture-books, to children of the devastated countries.

Then, too, American Association of School Librarians, which is the school libraries section of American Library Association, has recommended regular communication and cooperation with two English associations of school librarians, to be supplemented by an informal newsletter which will include news of significant school library projects as well as notes on new

American books of interest to England and new English books of interest to us.

Like other educators we have faced the problem of increasing juvenile delinquency. Out of our discussions has come the conclusion that the solution of the problem rests on increased guidance services from teachers and librarians; increased facilities, such as more school and public library service for boys and girls (which will of course cost money); and an honest attack on the inter-racial and inter-cultural tensions which have developed in California as elsewhere. Much of the space in the March issue of the Association's quarterly Bulletin will be devoted to discussions of this subject. Articles, bibliographies, and reports of inter-cultural activities are included.

Librarians are trying as never before to put before young people books which present readably our common humanity and our need to see beyond race, creed, and culture. It is a big job and we know it. Teachers and libraries must stand together against the menace of intolerance. Children are natural democrats. It is up to their elders to help them remain so.

Librarians everywhere have responded to the hope of an acceptable peace-time world which is implicit in the admirable work of Committee for Economic Development, headed by Paul Hoffman, president of Studebaker Corporation. The Committee is non-political and independent, organized by a forward looking group to promote the attainment and continuance of high levels of employment and production by private enterprise after the war.

The organization is national in scope, drawing on the energies of both business and professional groups. Among the professional groups involved, librarians are taking an active part. In their aims they have always known that Browning was right when he said, "Ah, but a man's reach should exceed his grasp . . ." and so they have continued to entertain aspirations which were in excess of their means.

Librarians in public and school libraries everywhere are planning therefore ways and means to make library service more effective in cooperation with CED's program for full employment and the re-education and psychological re-conditioning of the dislocated millions in the aftermath of war. School libraries hope to make their work with young people increasingly effective by expanded guidance facilities and by taking a more telling part in the activities of the community.

We recognize that, potent as THE BOOK is, we cannot rest on supplying adequate collections of well-chosen books; librarians, like other professional and educational groups, must enlarge their social perspective and realize that it is indeed a "brave new world," a world which will exact the

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utmost that any teacher or librarian has to give.

AND so, in this year, when we have had to omit our annual State meeting because of train and hotel limitations, we have been busy in our local and regional groups and in committee work, with the intent that our service to the children and teachers of the California schools shall not fall below the excellent professional standards for which the school libraries of the State have long been known.

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THE LAND OF THE POLISH PEOPLE

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Exeter Union High School,
Tulare County

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Below—Certificates of proficiency were given out at a special assembly to a class of 44 students who had completed their training in a Driver Education course under direction of Warren G. Wood at Exeter Union High School, Tulare County. Photos by Warner Walker Studio.

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equipment. Drivers of military motor-vehicles must be highly competent and must possess a thorough knowledge of vehicle preventative maintenance, because these vehicles are frequently subjected to severe strain and repair services are often difficult to maintain. The Army's transportation facilities must function ceaselessly and efficiently.

The following fundamentals of Driver Education are included in this course of instruction:

The social, economic and military significance of the motor vehicle.

Physical and mental factors affecting driving.

Motor vehicle construction and operation. Vehicle preventative maintenance and automotive conservation.

Vehicle controls — what they do and how they are manipulated.

Driver and pedestrian responsibilities.

Rules of the road.

Driving principles and techniques.

Map reading — civilian and military.

Traffic efficiency and control.

Society's responsibilities.

* * *

Left-Handed Writing

INTERSTATE Printers and Publishers have issued Left-Handed Writing, an instruction manual, a paper-covered, large-format, illustrated book of 28 pages; probably the first instruction guide ever developed for left-handed writers.

Dr. Warren H. Gardner, of California, the author, made a study of the writing of 25,000 school children, and discovered that there was nothing available in printed form which teachers could use in instructing left-handed writers. The left-handed child has learned to write by his own wits; from whatever he could borrow from the right-hander's instruction.

Russell L. Guin, vice-president of Interstate, declares: "Left-handed writing is an intriguing enough subject to make a good human interest story. A big Sunday daily had an article on school chairs for left-handers. Its comment was that the left-handers had been forgotten. This book should be in the hands of each classroom teacher who has anything to do with pupils' handwriting. In each class of 30 students there will be several left-handed writers to whom no real instruction has been given, other than what they can get in reverse from the right-hander."

Dr. Gardner, of the California State Department of Public Health, has made an important contribution to pedagogical literature in this practical guide, prepared for use in the school, clinic, and home.

Price 60c; address Interstate, 19 North Jackson Street, Danville, Illinois.

Robert H. Down

Vera C. Watson, Teacher, Pacific Grove, Monterey County

ROBERT H. DOWN, supervising principal of Pacific Grove Grammar School and president of Monterey County Board of Education, recently presented his resignation, effective at the close of this school year.

His retirement will bring to an end 42 years of teaching and supervising, 31 years of which were spent as administrator of the Pacific Grove school.

He came to Pacific Grove in 1914. The enrollment was then 250 pupils, with 9 teachers. Today there are 985 pupils and 30 teachers. He has always aimed to keep step with the march of progress. His love for boys and girls, his sincere sympathy and understanding heart have endeared him to the people of the community, many of whom are his "boys and girls of yesterday."

A native of San Benito County, he attended San Jose Normal School, now a State College. He took post-graduate work at University of California, Stanford, and University of California at Los Angeles. His teaching career began in a school of 30 pupils in Mt. Jackson District, Sonoma

County. After one year there he taught for three years in Hacienda School, Santa Clara County. He was then appointed principal of Los Gatos Elementary School where he served for 6½ years. From there he came to Pacific Grove.

Mr. and Mrs. Down are the proud parents of three sons and one daughter, all of whom are married and established in their own homes.

They will remain in their home in Pacific Grove and enjoy living among their many friends. Though his active years of school work will end, his keen interest in education and the public schools will continue.

On March 9, in the Roosevelt School, Colton, in San Bernardino County, a new auditorium was dedicated to the memory of John H. Waldron, who for 22 years served as superintendent of Colton elementary school district.

This honor is indeed fitting. The work of this fine man will long be remembered by the boys and girls who attended the elementary schools of Colton. The dedication of the auditorium to his memory will honor his name for many years. The example which Colton has set in honoring one of its former schoolmen should be followed by many communities of California.

* * *

Paper Shortage

THE agent from whom we buy the paper for Sierra Educational News notifies us that paper allotments have been drastically curtailed.

To meet the reduction, we must print fewer copies of each issue and are obliged, therefore, to begin sending the magazine, in each instance, with the month in which the membership or subscription is received, and without back copies.

Adult educators meet at Berkeley College Women's Club, April 14, for a program sponsored by Adult Teachers Association of the East Bay, Bay section of California Adult School Administrators, and Oakland Adult Teachers Association.

New Trends in Adult Education will be the subject of the morning session, chairmanned by Donald W. Rowe, director of adult education in Albany, and president of the school administrators. Legislation will be the theme of the afternoon program, in charge of Mrs. Anna Bunce, president of the Oakland association.—Mrs. Elsie Roemer, President, Adult Teachers Association of the East Bay.

For the
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Library

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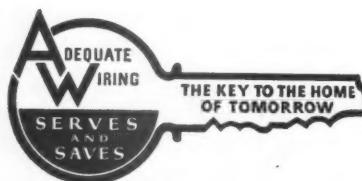
—more and better homes will top the list of "wants"—homes with complete electrical facilities for every comfort and convenience.

The construction of each home must be planned accordingly with prime consideration for wiring adequate to meet all future demands.

There must be plenty of convenience outlets, switches and circuits, and the wiring must be of sufficient size to provide continuous, satisfactory service from a variety of appliances and from new lighting equipment.

The difference in cost between a first-class wiring job and an inadequate one is extremely small—but may measure the difference between satisfaction and dissatisfaction.

Insure the full measure of comfort and convenience for that postwar home you plan to build by insisting upon completely Adequate Wiring.



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San Francisco 3

Prayer for Blood Donors

Grace Parsons Harmon, Teacher, Florence Avenue School, Los Angeles

DEAR Lord, we have been a restless folk,
The urge in our blood was strong
For the tropic sands and the ice-bound seas
And new trails both rugged and long!

Our blood has gone forth,—has followed
the Flag,—
Has flowed into war-shocked veins,—
Has swarmed up trails,—plowed ice-bound
seas,
And struggled through tropic rains!

Dear Lord! Please, Lord! We have lost
that urge,—
That urge in our blood, to roam.
Just this we ask, dear Lord,:—Bring back
That blood in the boys,—safe home!

* * *

Today's Goal

Letty McInerny, Teacher, 4A Grade, Junipero Serra School, San Francisco

I'LL try to be a very good
American today.

I'll do all my assignments in
A very cheerful way.

I'll be a real good neighbor and

I'll try to be polite.

Whatever I am asked to do

I'll try to do it right.

I will not waste my school supplies.

I'll handle them with care.

This goal I'll try to keep in mind—

To save, conserve and share.

And when the day is over I'll

Be very proud to say,

That I have been a very good
American today.

* * *

My Prayer

Laura Short, Teacher, 1st Grade, Del Paso Heights School, North Sacramento

THERE aren't enough minutes in the day,
To do all the things the way
I would like to do with so many,
Some develop fast, others hardly any.

O God, please help me to choose
So that not a chance will I lose
To bend the green little tree
To grow in the way it was meant to be.

I'll keep on hoping that Cora May
And Freddy will work, as well as play.
Now help me do all that I can
To guide the future woman and man.

I AM AN AMERICAN DAY

R. A. Pomeroy, Educational Services Officer, Immigration and Naturalization Service, Seattle, Washington

OUR boys and girls, our men and women must be brought to the realization of the high honor and sacred privilege which is theirs as citizens of the United States.

One device useful in the inculcation of democratic principles and ideals hit upon some years ago and recently given weight by Congressional Resolution, is the observance of Citizenship Recognition Day or I Am An American Day.

This is a certain day set aside in each community to honor and induct into full citizenship two new classes of voters, those native-born who have attained their majority during the past year and those foreign-born who have been naturalized during a like period.

The beginning of the custom of community induction ceremonies for new voters is unknown. As early as the year 1915 groups of naturalized citizens were given public receptions and welcomed to the full responsibilities of citizenship. In Wisconsin ceremonies for the young voter were first introduced through the efforts of R. J. Colbert, a member of the University Extension Staff. Forums and lectures preceded the actual induction. The ceremony was called Citizenship Recognition Day; and because Manitowoc, Wisconsin, held an especially successful celebration in 1939, the movement came to be called the Manitowoc Plan.

It has since been promoted on a national basis both by National Education Association and American Legion.

In 1939 the United States Immigration and Naturalization Service cooperated with local Americanization Councils and various patriotic organizations in the establishment of the first nation-wide observance of New Citizens Day.

The successful experiences of 1939, during which year some 235 communities held celebrations, led to the joint sponsorship in 1940 by educational and patriotic organizations, federal agencies and service clubs of a proposal to the Congress that a National Citizenship Recognition Day be established. This was done and the third Sunday in May was so designated.

Every community in California should give some recognition to I Am An American Day this spring. The celebration need not fall on the third Sunday in May, and it is not necessary that it take the form of a community-wide program.

Schools certainly may make the day and

its lessons a part of their civics and current history teaching. The press and the pulpit

undoubtedly have a service to perform in bringing the significance of the day to the attention of the public. Service clubs and patriotic organizations can hardly afford to allow the day to pass without recognition at least in their own weekly meetings. Americanization councils, citizenship leagues, and



Aid to Users of Education Films

With the modern emphasis on visual education today, it is probably of real interest to you, if you use education films in your classes, to know that you don't have to wait until after the War but right now have literally thousands of films available to you.

There's a sort of clearing house or standard film directory which is edited for the ready reference of teachers, administrators, supervisors and directors of visual education...called "1000 and One, the Blue Book of Non-Theatrical Films." It classifies 6214 films under 176 subject headings.

A few minutes' study of the organization of this directory will reward you by aiding you in the ease and speed with which the many kinds of information about films is given you. For instance—

a classified film listing constitutes the body of the book giving you for each film the title in bold type, number of reels, description of contents and distributor. There's a producer, distributor index as well.

Titles Alphabetically

The directory also includes an alphabetical title index in case you know a film's title but want its size, length, content and producer.

For Further Information

If more information than we have given here is desired write to Educational Screen, 64 E. Lake Street, Chicago 1, Illinois.

The Above

The above information we hope is helpful, just as in the past Wrigley's Spearmint Gum has been helpful to millions of people.

Remember this wrapper... It stands for chewing gum of quality and flavor—it will stay empty until gum of Wrigley's Spearmint quality can again be made.



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1945

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(June 17-June 27)

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Inquiries for more specific details will be welcomed. Address:

OFFICE of the SUMMER SESSION

Mills College

Oakland 13, California

the like will plan programs in justification of their existence.

It may be true that there are few naturalized aliens in the community. Most of the 21-year-olds are away in the service of their country, but a program can be planned just the same honoring them and their newly-attained citizenship. High schools, especially, find in such an observance a splendid opportunity for an impressive lesson in citizenship.

The thing most needed in any locality is leadership with sufficient vision to see the need and the necessary faith and courage to carry the project through. Fortunately most educators have these requisites for leadership and hence are in a position to move ahead in their own schools, and by virtue of their membership in churches, clubs, and patriotic societies, in these organizations as well.

THE Immigration and Naturalization Service has published two pamphlets on this subject entitled Community Recognition of Citizenship and Program Aids for Citizenship Recognition Ceremonies. Anyone wishing copies of this material may secure them by writing the Service at Appraisers Building, 630 Sansome Street, San Francisco 11. Also, the Service will much appreciate brief reports written to the same address from anyone in whose school or community observances of Citizenship Day are held.

* * *

Southern Librarians

School Library Association of California,
Southern Section

Editor:

"Something new has been added" to the program of regular activities of School Library Association of California, Southern Section. On March 3, a group of more than 100 school librarians from throughout Southern California met at Los Angeles Public Library to take part in a problem clinic.

An invitation had been extended to come and "stump the experts." The board of "experts" included 7 librarians, representing various types of schools, from elementary to junior college.

Each expert spoke on a subject selected from those which had previously been submitted by members of the group. These subjects included some of the specific problems confronting school librarians: stimulating interest on the part of faculty and administration, simplified library records, book buying, teaching the use of the

library to the entire student body, publicity, reducing book losses.

The informal conference had been planned by Elizabeth Neal and the professional committee of School Library Association of California, Southern Section. It proved to be very helpful, especially since many persons were present who have only recently become librarians. It is thought that other groups might be interested in holding similar problem clinics.

Sincerely,
Esther S. Schuster
Chairman, Publicity Committee

* * *

New Horizons

For Recreation in the Time of Peace

*A Synopsis by George W. Braden,
Pasadena, Western Representative,
National Recreation Association*

Illustration — Youth and Age look at the setting sun, a red ball of fire. Age thinks of Japan and the horror of war. Youth thinks ahead that the setting sun means Sunrise tomorrow with all of its glory of color.

Considerations:

A. The whole nation will be leaping into new adventures in recreation — travel, expanding recreational hobbies at home, etc. — as we are gradually freed from the shackles of necessary regimentation.

B. The whole of our military forces returning to civil life after the years of discipline and restrictions of military existence will enter into recreation and leisure beyond anything the nation has ever known.

C. The educational forces of the nation will review and expand their training opportunities to make provision for a more abundant life in leisure. Abundant life in leisure is necessary for happiness.

D. The millions returning from military service will depend tremendously on expanded leisure opportunities of their home communities, having seen and shared in the great recreational programs of the Armed Forces.

E. The tremendous reserve of wealth must voice expression in either (a) the forces of dissipation and destruction or (b) the forces of wholesome community life and righteousness.

F. Vicious forms of commercial entertainment are outsmarting those of us concerned with wholesome community life in their publicity strategy and the degree of investment.

G. Recreation is highly important in the future life of youth in our nation. The problem is mainly one of delinquent adults

A Message to California Teachers

CALIFORNIA Teachers Association sponsored and worked for the enactment of laws which created:

1. Union High School Districts. This law permitted elementary districts, which were unable to properly finance a high school program, to unite with neighboring districts and provide secondary education for all of the children.
2. Junior High School districts.
3. Junior College districts.
4. Rural Supervision.
5. Additional aid for physically-handicapped children.
6. The soundest provisions for School Support of any State. (Constitutional Guarantees.)
7. California Teachers Association is responsible for California's most important school law, the right of a school district to fix its own budget.

CTA has given protection against adverse school legislation throughout the years.

California Teachers Association invoked the referendum in 1917, thereby preventing the imposition of a tax-limitation law, which would have seriously impaired the services of Public Education.

California Teachers Association in 1937 led the opposition against the continuance of unwise limitations on expenditures. The proposed law failed of enactment.

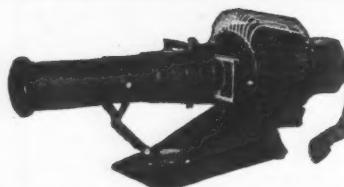
California has as sound and adequate a Teachers Retirement System as any in the nation. CTA worked for many years for the establishment and strengthening of this outstanding system.

California Teachers Association passed Proposition 9 by a majority of over 750,000 votes. This Better Schools Amendment increases the State aid to elementary schools from \$60 to \$80 per child in a.d.a.

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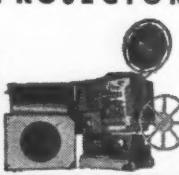
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CTA Honor Schools

(Continued from Page 28)

Valley, Camptonville union, Challenge, Cordua, Dobbins, Fruitland union, Goldfield, Hansonville, Honcut, Indiana Ranch, Linda, Long Bar, Marysville, Peoria, Plumas, Rose Bar, Sharon Valley, Spring Valley, Wheatland, Woodruff, Wheatland union high. — Gertrude Kean, Deputy.

Central Coast Section

Hollister — The teaching staffs in Hollister Grammar School and Fremont School have 100% enrollment records for 1945. We have had 100% California Teachers Association membership for the past 5 years. — C. C. Trimble, District Superintendent.

* * *

Southern Section

Los Angeles County — El Monte elementary schools, Neenach; San Gabriel — McKinley, South Whittier.

Los Angeles City — Aragon Avenue, Buchanan Street, Canoga Park, Eagle Rock, Farmdale, Fletcher Drive, Gravois Avenue, Hillside, Meridian Street, Monte Vista Street, Norwood Street, Pacific Boulevard, San Pascual Avenue, Twenty-Fourth Street, Vermont Avenue.

Orange County — Centralia, Serra.

San Bernardino County — Mill; Ontario — all schools; Phelan, Twenty-Nine Palms high.

Santa Barbara County — Guadalupe.

* * *

In Memoriam

(Continued from Page 24)

Carrie Emma Daly, principal of Sunshine School for Crippled Children, San Francisco, recently died after an illness of nearly a year. Known throughout California and nationally for her great and good work, she spent almost half of the 61 years of her life in working for undernourished and crippled children.

Born in Maxwell, Colusa County, in 1884, Miss Daly was educated in the secondary schools there, attended University of California and graduate schools in Boston. After 8 years teaching in Colusa County elementary schools, she taught 3 years at Hitchcock Military Academy in San Rafael and entered San Francisco schools in 1911.

In 1911 the sponsorship for the care of crippled children was transferred from the Rotary Club to the City of San Francisco. Miss Daly became principal of the Sunshine School, which position she held for the remainder of her life. Of her total service of 33 years in San Francisco, 19 were spent in the Sunshine School.

A wonderful and inspiring personality, with a warm-heartedness which made her

beloved by all, Carrie Daly was an active professional worker in numerous national, State, and local societies, including NEA, CTA, Delta Kappa Gamma, San Francisco Guild for Crippled Children, and many others. She was a member of the Board of Directors, Northern California Council for the Education of Exceptional Children.

Lucius E. Kilkenny, Deputy Attorney General, who recently died in Berkeley, was former Deputy Federal District Attorney for Northern District of California. Before entering the legal profession, Mr. Kilkenny, as city superintendent of the schools of Salinas in Monterey County, was one of the best known schoolmen in California.

* * *

Piano Tuning Technology

A SHORTAGE of piano service men developed in Los Angeles last fall. John George Miller, principal of Frank Wiggins Trade Evening School, decided to do something about it.

He organized a class entitled Piano Tuning-Technology. Men 18 years of age and older are eligible for the class. They should have combined musical and mechanical aptitudes. Piano-service men desiring advanced training are welcome in the class.

Students preparing to work in a piano shop under a competent foreman require 26 weeks of instruction. Those aspiring to a professional career as independent technician require 54 weeks of training.

This course consists of class lectures, demonstrations, individual instruction and practical experience on all types of pianos, designed to meet the need and tempo of each individual student.

The following outline gives a good understanding of the content of the course:

Construction of Pianos

Acoustical and mechanical principles underlying design and construction; frames, plates, soundboards and bridges; strings and string tensions; pin block; tuning pins; agraffes and pressure bars.

Construction of Piano Actions

This covers all types of actions, modern and antique as to design and construction; regulation and repair; dampers—damper actions; pedal mechanisms and trapwork keys.

The Piano Case

Methods of minor repairs, polishing, etc.

Piano Hammers

How made; effects of neeling, ironing and filing; voicing.

History of the Piano**Science and Art of Pianoforte Tuning**

The nature of sound; kinds of sounds; vibrational rate of pitch; vibrations of strings; the musical scale; beats and the equitempered scale.

Salesmanship, Ethics, Accounting

This class has met a real need and is very popular. It is filled to capacity all of the time.

Janie M. Stocking

T. S. MacQuiddy, Watsonville

MR. S. Janie M. Stocking retired as County Superintendent of Santa Cruz County on January 1 of this year.

She has been a devoted teacher for many years. She began her professional career as a girl in San Luis Obispo County.

Marriage took her out of the professions for a number of years while she reared a family of two daughters, who are now rearing families of their own. On the death of Mr. Stocking some years since, she returned to teaching in the rural schools of Santa Cruz County, then went into executive work and adult education in the City of Santa Cruz.

For 11 years she served as principal of Bay View School in Santa Cruz, and in 1934 was elected Superintendent of the County. Mrs. Stocking's service has been noted as one of progressive educational leadership, but one in which the fundamentals were never forgotten.

She inspired and deserved the loyalty of her teachers and fellow-workers and her superintendency has been noted as one of unity of professional effort accompanied by devotion to American ideals and purposes.

Miss Edith E. Fikes, for several years principal of Gault School in Santa Cruz, was appointed by the County Board of Supervisors to succeed Mrs. Stocking. Miss Fikes has been a close friend and co-worker of Mrs. Stocking through many years, and her county administration gives every promise of going forward with the same spirit of devotion to the profession as that which characterized Mrs. Stocking's administration.

* * *

Mrs. Ruth Adair Hazelet of Long Beach schools, member and active worker of CTA State Council of Education for a number of years, and Dr. Ernest P. Branson, supervisor of educational research in Long Beach schools, were married February 14, at McLean Memorial Chapel, Santa Barbara, and are now at home to their friends at 2476 Pine Avenue, Long Beach.

* * *

Promotion and Admission

AARTHUR H. POLSTER, director of research and personnel, Sacramento City Unified School District, of which J. R. Overturf is superintendent, has prepared a valuable research bulletin Series 1944-45, No. 16) of 14 mimeographed pages, on pupil promotion and admission policies in California public schools. Based on 422

responses from California school superintendents, the excellent summary of findings is entirely factual and relates to annual and semi-annual promotions.

* * *

Workshop for Secretaries

IN answer to requests of superintendents and secretaries throughout the country, Teachers College, Columbia University is scheduling a Workshop for Secretaries in school and administrative offices from June 25-29.

This Workshop is aimed to give the secretaries an awareness of the potentialities of their positions and at the same time to stimulate growth in that position.

Information on housing accommodations may be obtained by writing to Registry of Off-Campus Accommodations, 125 Livingston Hall, Columbia University, New York 27, N. Y.

For further information regarding the Workshop, write to Willard S. Elsree, Teachers College, Columbia University, New York 27, N. Y.

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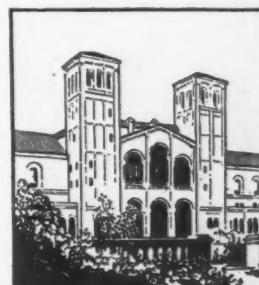
For further information write Director of Summer Sessions,
University of Nevada, Reno, Nevada

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On all three campuses, the summer program stresses all phases of teacher education.

For Bulletins, address Director of Summer Sessions, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24, or Santa Barbara College, Santa Barbara, California.

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Curriculum Commission

(Continued from Page 11)

and the position held by each follows:

Walter F. Dexter, Superintendent of Public Instruction, Chairman.

John F. Brady, Chief Deputy Superintendent of Schools, San Francisco.

Miss Ruble Burton, Teacher, La Cumbre Junior High School, Santa Barbara.

Jay D. Conner, Assistant Superintendent of Schools, San Diego.

Ray B. Dean, Principal, David Lubin Elementary School, Sacramento.

Mrs. Dorothy Harsin, Supervisor, Personnel Division, Los Angeles Public Schools.

A. H. Horrall, City Superintendent of Schools
San Mateo.

M. G. Jones, District Superintendent of Schools and Principal, Huntington Beach Union High School.

H. M. McPherson, District Superintendent of Schools and Principal, Napa Union High School and Napa Junior College.

Peter Spencer, Professor of Education, Claremont Colleges.

C. C. Trillingham, County Superintendent of Schools, Los Angeles County.

1. Education Code Section 10001.
2. Education Code Section 10002.

* * *

NEA Meeting Postponed

F. L. SCHLAGLE, superintendent of schools, Kansas City, and president of National Education Association, announces the postponement of the Representative Assembly meeting scheduled for Buffalo, July 4-6, on account of the war emergency conditions affecting both railroads and hotels. This action was taken by vote of the Association's nationwide board of directors upon recommendation of the executive committee.

"Educators desire to do everything within their power," says President Schlagle, "to bring this war to a speedy and victorious end, and to establish a just and enduring peace." President Schlagle said that although this was the first time in forty years that the Association's annual meeting has been postponed, it is now voluntarily cooperating to reduce the travel and hotel congestion.

Although the pre-war annual conventions of the Association were among the nation's largest meetings, bringing together as many as 18,000 educators, attendance at the meetings of the Association since Pearl Harbor has been limited to officers and delegates.

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COMING

April 1 — Easter Sunday.

April 6-14 — Conference on Teacher education, supply and demand; auspices State Department of Education. At Palo Alto. Council, April 6-8; committee work, 6-14; final sessions, 14.

April 12 — Army Specialized Training Reserve Program; qualifying examinations in all high schools.

April 13 — League of Nations Association; 19th National Student Contest. National and local prizes.

April 14 — CTA Annual Meeting; meetings of State Committees; meetings of present and new Board of Directors.

April 14 — Pan-American Day.

April 14 — Adult Education Conference, College Women's Club, Berkeley.

April 19 — National Association of Manufacturers and California Teachers Association; joint regional conference. San Francisco.

April 21 — John Muir's birthday.

April 23 — Edwin Markham's birthday.

April 23-28 — California Public School Week; 26th annual observance. Charles Albert Adams, State Chairman.

Beginning April 25 — United Nations Conference on World Peace. San Francisco.

April 28-May 5 — National Boys and Girls Week; 25th annual national observance.

May 5 — Los Angeles County School Trustees Association; annual meeting. Rowlyn Hotel, Los Angeles.

May 9 — Mothers Day.

May 12 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

May 20 — I Am An American Day, national observance.

May 30 — Memorial Day.

June 11-27 — Institute on World Affairs; American University. Washington, D. C.

June 17-27 — Institute of International Relations; 11th annual session. Mills College, Oakland.

June 14 — Flag Day.

June 25-29 — Reading Clinic; Institute on Reading Instruction. State College, Penna.

November 11-17 — American Education Week; national observance.